



# EDUCATION IN 1965

BEING A REPORT OF  
THE DEPARTMENT OF EDUCATION AND SCIENCE

*Presented to Parliament by the Secretary of State for Education and Science  
by Command of Her Majesty  
May 1966*

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# REPORT OF THE DEPARTMENT OF EDUCATION AND SCIENCE

To the Queen's Most Excellent Majesty

MAY IT PLEASE YOUR MAJESTY

I submit to Your Majesty the Report on Education of the Department of Education and Science.

*Anthony*

*Colman*

Secretary of State.

*Herbert. Andrew.*

Permanent Under-Secretary of State.

May 1966.





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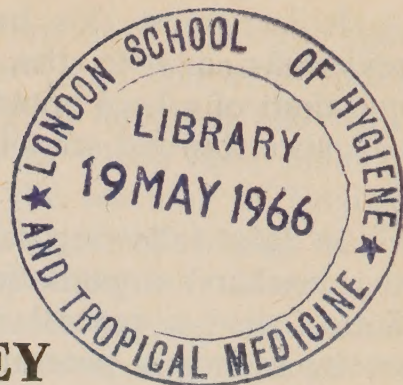
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## PART ONE

# A GENERAL SURVEY

It is the task of the education service today to meet simultaneously a demand to educate far more people than ever before and to educate them to a higher standard. In such circumstances an unprecedentedly rapid rate of growth may sometimes appear tardy and a sense of grievance be easier to acquire than a sense of perspective. Yet an attempt at the latter is worth making if the efforts of teachers and administrators in all sections of the service are to be fairly understood.

It is part of the perspective that the size of the teaching force in the maintained schools increased by 25 per cent between 1954 and 1964 and the salaries of teachers from £160 million to £453 million. Against this background the publishers of a pamphlet on oversize classes who appealed to "the public conscience" might perhaps be thought to be arguing for family planning; but no, their charge was the parsimony of the public authorities. It is also part of the perspective that the number of students entering the colleges of education doubled in seven years and that the number of places will again increase by 50 per cent by 1974. The Council for Educational Advance nevertheless found it appropriate to speak of "the minimum of additional expenditure and the maximum of makeshift". A year in which it was announced that public expenditure on education was to rise in five years from £1,500 million to over £1,900 million\* was not in fact the best in which to revive the old taunt that this was the Cinderella of the public services.

It is right that public concern should be stirred and stressed. For the unused margin of personal fulfilment is wide in any generation. For the present generation, tackling a wide range of social and economic objectives, further broadening of opportunity at all stages of the educational process is imperative. There is a general awareness of this: and the road to further educational advance lies not so much in appeals to the public conscience as in the exploration of the use of resources and a readiness to apply new methods. The share of education in the public purse will continue to rise: but the sheer bulk of numbers is bound to absorb a large part of the additional resources available. It was pointed out in the National Plan that the total projected increase in teaching staffs between 1964 and 1970 would take nearly two-fifths of the increase in the number of all people in the working population with full-time higher education, and substantial increases in non-teaching staffs also are forecast. The conclusion was drawn that this heavy call for manpower could impose some constraint on the planned development of the education service.

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\* *The National Plan*, H.M.S.O., Cmnd. 2764, £1 10s. 0d.



It is against this background that the particular events of 1965 are reviewed; and in this introductory survey attention is concentrated on questions of school organisation, the supply of teachers, and the provision for education beyond school.

### **School Organisation**

In July, following detailed discussions with the education authorities and the teachers' organisations on comprehensive education, the Secretary of State issued a general request to local education authorities to prepare in twelve months a general statement of long-term proposals and by September 1967 a detailed statement of plans for the following three years. The request was made in accordance with the Government's declared objective of ending selection at the age of eleven-plus and of abolishing separatism in secondary education. The circular indicated various ways in which comprehensive education might be organised. There were strong arguments for adopting orthodox comprehensive schools with an age-range of 11 to 18 wherever circumstances permitted, but most existing secondary schools had been designed as separate units and were too small. So the circular went on to discuss various "two-tier" systems. Buildings must influence and in many cases go far towards determining the shape of secondary organisation. Authorities were asked to devise the most satisfactory plans in relation to local circumstances, but it was stressed that the Secretary of State did not wish progress to be achieved at the expense of the quality of education. The smooth inception and continued success of a re-organisation scheme would depend on the co-operation of teachers and the support and confidence of parents. To secure these a process of consultation and explanation was essential before a plan was approved for submission.

Meanwhile the Secretary of State announced a programme of long-term research by the National Foundation for Educational Research into the various methods of organising and running comprehensive schools, accompanied by an assessment of their educational and social objectives by the University of Manchester. In a preliminary fact-finding survey several hundred schools, organised wholly or partly on comprehensive lines, are being asked to provide detailed information on their organisation. The questions are factual and concerned with such matters as the range of courses offered, the nature of the schools' catchment areas, forms of internal organisation, curriculum and extra-curricular activities, deployment and qualifications of staff, school buildings and facilities. The answers will provide an important reference point for the planning of later stages. Research into some of the social aspects of comprehensive education will take place through a second study beginning in the autumn of 1966, or a little later. It will be based upon a much smaller but still representative sample of schools. It will concentrate also on factual information, but will investigate in more detail some aspects which cannot adequately be studied in the preliminary survey. It is hoped to obtain some insight into such aspects as the effects of comprehensive organisation on staff, pupils and parents; the relation of schools to their communities; problems posed by size; ways in which needs of special groups of pupils are met; and the nature and extent of participation in extra-curricular activities. The University of Manchester inquiry will attempt to develop adequate methods by which the relative success of different methods of comprehensive education may be measured. These will be used to evaluate the fact-finding surveys and later studies.



Circular 7/65 pointed out that immigrant children have the legal right to education "according to age, ability and aptitude", and that adult immigrants should be helped, through knowledge of English language and background, to acquire an understanding of the society in which their children are brought up. The major educational task was the teaching of English, and in schools with a number of children with little or no knowledge of the language it might be desirable to arrange special reception classes. In schools with pupils from different backgrounds and with varying educational standards and command of English, there might be an urgent need for smaller classes and more teachers, and this had been recognised by the Secretary of State when he indicated that he would consider requests for adjustments to quotas for teaching of immigrants. Experience suggested that, in the absence of special difficulties such as a high proportion of non-English speaking children, up to one-fifth of immigrant children in a group could be fitted in with reasonable ease, but that should the proportion rise above one-third in school or individual class serious strains might occur. Catchment areas of schools should thus be arranged to avoid undue concentration of immigrant children or, failing this, every effort should be made to arrange dispersal of the children within a greater number of schools.

The needs of children with other kinds of handicaps also received particular study during the year, and some notable additions to provision were made. The committee appointed in 1964 to consider whether there is a place for manual methods of communications in the education of the deaf met nine times during 1965 and began taking oral evidence. A working party was set up under Professor Summerfield to consider the field of work of educational psychologists employed by local education authorities. The adequacy of provision for the special educational treatment of physically handicapped and delicate children was under close scrutiny; local education authorities and others were consulted about the further education of handicapped school leavers and approval was given to the planning by the Coventry authority of a special further education college which would provide places on a national basis. The first purpose-built day schools for maladjusted children built since the war were opened at Coventry and Manchester, with another under construction at Southend. The design of residential schools for maladjusted children was the subject of a special building bulletin published by the Department. An increasing number of authorities were assessing the provision for psychotic children.

The first examinations for the Certificate of Secondary Education were held for about 66,000 candidates by nine regional boards. Grade One of the Certificate was accepted by a considerable number of national bodies which previously required the G.C.E. at ordinary level, and schools and colleges were advised of its acceptability for courses of further education and for entry to courses of initial training at colleges of education. On the use of school-based examinations—the most revolutionary of the three permitted C.S.E. modes—the Schools Council issued an advisory bulletin. Based on extensive field trials in the West Riding, the bulletin showed that, provided the schools combined (subject by subject) into like-minded groups, sufficient uniformity of standard could be achieved without prejudice to the initiative of teachers or the flexibility of the syllabus. The Department is



supporting from its Research Fund a comparability unit, set up by the National Foundation for Educational Research at the request of the Schools Council, to establish national standards in examinations for the C.S.E.

Advice on providing an adequate service of careers guidance in schools was provided in a pamphlet published by the Department in October. The growing importance of such guidance arises both from the need to search out and develop the best abilities of young people and from the need of the ordinary worker to find satisfaction in his work. There are still far too many schools in which the work of the careers teachers is regarded as of no more than marginal importance. Among other things, "the proper appreciation of further education as an independent and alternative road to higher education is still not widely diffused in secondary schools". The need for more systematic and extensive training courses through which teachers can appreciate techniques of vocational guidance and occupational analysis was stressed. The pamphlet discussed separately the planning of careers for the majority of school leavers, for those with G.C.E. ordinary level or C.S.E. qualifications, and for those with advanced level qualifications; and some special considerations applying to the handicapped leaver were also considered.

Studies were launched by the Schools Council into three broad fields: preparations for the raising of the minimum school-leaving age in 1970; sixth form curricula and the associated question of university entrance; and the teaching of English at all stages in the educational system. The extension to all pupils of the opportunities provided by a five-year secondary school course needs to be, and should be seen to be accepted to be, relevant to the interests of the less academically minded, while the changing character of the growing sixth form gives special urgency to the need for new thinking about curricula and examinations. Among the research projects commissioned by the Department was one at the request of the Schools Council to analyse work which relates to the adolescent in school and society, and this will provide valuable background both to the sixth form curriculum study and the problems of raising the school-leaving age. As for the Council's English programme, the improvement of language skills is basic to the health of a society which depends on willing co-operation between people performing different but inter-dependent functions.

Nowhere does the clash of numbers and standards ring out more sharply than in the provision of school places. During the last ten years the numbers of pupils in maintained schools has risen by 658,000 or 11 per cent, and in the next few years it will rise much more rapidly—perhaps nearly twice as fast. Inevitably, meeting the need for more places will use up a large part of the resources available for new school building. The programmes already announced, which will be providing places up to 1970, have included about three-fifths for improvement and replacement, but this will no longer be the case thereafter. When it was announced in July that Government economy measures included a six-months stop on building programmes, school projects were expressly excluded and allowed to continue normally. There was however some uncertainty towards the end of 1965 as to whether the approved figure of £80 million worth of starts for 1965–66 would be accomplished by the authorities.



If the level of school building is in fact to rise to £138 million in 1969-70—and the indications are that this level will be necessary to provide for increases and shifts in the child population and for raising the school-leaving age—not only will obstacles to long-term planning have to be removed but new methods for speedier processing of projects both in the architect's office and on the ground will have to be devised. For this reason local authorities have been urged yet again to adopt industrialised methods of building and to organise themselves into consortia for this purpose. The counties have generally been quicker to follow this advice than the county boroughs and in total some 25-30 per cent of school building makes use of industrialised methods. The Department has been examining how the wider use of industrialised building may enable the service as a whole to obtain better value for the resources of men and materials which are devoted to building.

Increasing use was being made of closed circuit television. The Plymouth authority embarked on a scheme linking about sixty primary and secondary schools to a studio in a college of technology; and the Inner London Education Authority, Liverpool and Hull were planning networks. From Hampshire came the final report of experimental work at Warblington county secondary school (supported by Southern Independent Television and the NFER), involving a specially equipped studio and land-line links with other schools. As well as demonstrating that television can be a powerful teaching aid, the experiment showed that its effective use does not involve relinquishing the traditional teacher-pupil relationship.

In a statement on the public schools in December the Secretary of State announced the setting up of a commission under Sir John Newsom. The main function of the Commission, which would cover Scotland as well as England and Wales, would be to advise on the best way of integrating the public schools with the State system of education. The Government were determined that the public schools should make the maximum contribution to meeting the educational needs of the country, and that this should be done in such a way as to reduce the socially divisive influence which they now exert. This implies that the schools should, like other parts of the educational system, become progressively open to boys and girls irrespective of the income of their parents; that they should move towards a wider range of academic attainment, so that the public school sector may increasingly play its own part in the national movement towards comprehensive education; and in particular that they should seek to meet any unsatisfied need for boarding education amongst wider sections of the population.

### **The Supply of Teachers**

Teacher quotas for England and Wales were announced as usual in January, giving allocations for the following January and affecting therefore the distribution during 1965. Quota staffing standards had to be reduced slightly to compensate for the longer exemption of married women returners from the quota; it was nevertheless expected that the increase in the number of teachers would at least match the rise in school population, estimated at nearly 100,000, and that current staffing standards ought therefore to be maintained. Meanwhile the Government was examining urgently all possible ways of increasing the output of teachers from existing facilities, and in a circular letter sent to all colleges in March the Secretary of State drew



attention to the very large increase in applications for 1965-66, reflecting the larger age-groups resulting from the immediately post-war bulge in the birth-rate. He asked all colleges to review their plans and to consider what extra could be achieved in one or more of a variety of ways, so as to secure the admission of as many as possible of the suitable candidates who applied.

The colleges responded by making still more intensive use of their facilities supplemented, in some cases, by additional premises which they have rented or acquired. Some colleges set up "out-posts" in suitable existing premises at some distance from the main college or made use of spare accommodation in a nearby college of further education; others are hoping to make arrangements of this kind for 1966. As a result there was an increase of 5,000 over the previous year in the number of new students accepted for training—from 24,000 to 29,000. In 1957-58, the colleges' intake totalled under 14,000, so that the figure has doubled in the space of seven years. Over the same period, total student numbers have risen from 28,000 to nearly 73,000 (the normal length of the training course having been increased in 1960 from two years to three). The expansion of numbers is thus proceeding much faster than was assumed in the Robbins Committee's projections, which allowed for an intake of no more than 24,600 in 1965, rising to 28,500 in 1969 and 30,000 in 1970.

The character of the colleges has continued to change. They are becoming larger institutions. Seventy of them—nearly half the total—now have more than 500 students; there were only three colleges of this size in 1958. By the end of the year most of the universities had worked out arrangements for four-year degree courses in the colleges to lead suitable students to the B.Ed.—a qualification fully comparable to other first degrees but adapted to the concurrent nature of college courses. Plans were being made for more day colleges; and for increasing the proportion of men in the colleges. A study group was reviewing the internal government of the colleges, in the light of Robbins recommendations, and was expected to report early in 1966.

In an address to the annual conference of the National Union of Teachers at Douglas in April the Secretary of State announced a 14-point programme for tackling the problem of teacher shortage. He told the conference of the part that colleges of education and local authorities were being asked to play to speed up recruitment and provide more opportunities for part-time teaching. He asked the teachers for their part to help him by giving up some traditional attitudes; by welcoming part-time teachers warmly; by supporting him in making a fuller use of training college facilities; and by relaxing their traditional opposition to help inside the classroom. He did not regard the fourteen points as of equal importance, but there was no single panacea in this field and unless we moved with urgency and determination in all these directions we should not achieve our aim, "which is, quite simply, a fair deal for this generation of children". This programme charted the course for the Department's activities in this field during the year.

The ninth report of the National Advisory Council on the Training and Supply of Teachers was published two months later, though the Secretary of State had received it, and referred to it, when he made his Douglas speech. It contained a forecast of the demand for and supply of teachers over the next



twenty years, and its principal recommendation was for a more rapid expansion of the colleges of education. The Council were not unanimous on how to link this expansion with increased productivity from the colleges; nor did they express a view on other radical measures included in the 14-point programme. The Chairman of the Council, Mr. A. L. C. Bullock, told the Secretary of State that the divisions which had become apparent within the Council did not arise simply from differences of opinion which an independent chairman might hope to reconcile, but were the outcome of fundamental conflicts of interest about issues of national policy which required decision at the political level.

The Council made projections for 1976 and 1986. The demand for school teachers would, on present policies, be 461,000 and 508,000 (or 530,000 and 581,000 if all classes came down to 30). Assuming the expansion of higher education on the pattern recommended in the Robbins Report until 1980—the announcement in February on the expansion of higher education did not look beyond 1974—the annual recruitment of newly-trained teachers from the colleges would rise to a maximum of 36,000 by 1978. The recruitment of graduates was expected to increase broadly in line with the expansion of the universities, reaching over 8,000 by 1976 and nearly 14,000 by 1986. In addition it was thought that the number of women returning annually to full-time service would rise to 8,000 and 10,000, and that of part-timers in service to the full-time equivalent of 21,000 and 28,000. Annual recruitment from all sources would therefore rise from 27,000 in 1963–64 to 48,000 by 1976 and 63,000 by 1986; and the number of qualified teachers in service from 280,000 to 440,000 and 636,000. There would still, that is to say, be a gap of 20,000 in 1976. By 1983, primary as well as secondary classes could be reduced to 30. Accepting the Robbins recommendation that the annual intake of students into the colleges of education should be increased to a maximum of 40,000, the Council recommended an acceleration of the programme in order that the figure might be reached by 1971 or sooner, rather than by 1974 as the Robbins Committee had suggested. A minority of the Council recommended in addition the introduction of a four-term year in the colleges as a means of securing a substantial increase in their productivity.

In July the Secretary of State wrote to the colleges calling for the adoption of measures to make more productive use of their facilities so as to step up their output of trained teachers by 20 per cent; an increase of this order would give the schools another 25,000 teachers in service in 1976. The letter referred to the announced intention to provide more training places, and to other measures in train or under examination, such as more facilities for day students, the return of more married women, teacher training in technical colleges, and part-time training schemes. All these measures taken together, however, could not by themselves do all that was required to meet the demand in the next ten years. Various ways were therefore suggested of increasing the productivity of the colleges: some groups of students on teaching practice in the schools while others took their place in the colleges, or a four-term year of about 44 weeks, or a division of the year into two semesters and a quicker throughput by means of shorter vacations. First replies from the colleges appeared to favour the box-and-cox arrangement rather than the four-term year.



Also included in the 14-point programme was “a national effort by the Department, local authorities, schools and teachers to persuade married women to return to teaching by, especially, provision of enough opportunities for part-time service”. The 1965 campaign was launched in March by a personal letter from the Secretary of State addressed to the 100,000 women teachers presumed to be out of service. Published in most of the national Sunday newspapers, the letter declared: “Some of you, in your late twenties or early thirties, may be finding that you now have more time at your disposal—enough time to allow you to take up your teaching careers again”. This provided the cue for the advertising campaign with the slogan “It’s Time to Teach again”. In the eight months to end-September about 2,450 married women teachers were appointed to full-time service and another 2,500 took up part-time posts. There was evidence that some authorities, whose teacher supply position was easier than the national average, were doing less than they might to recruit married women in their areas. A greater enthusiasm in such areas and a readiness to profit from the national campaign might contribute towards a better distribution of the teacher force from which the shortage areas would benefit.

The rate of return to the schools of married women teachers is governed very much by the availability of part-time teaching posts. In Circular 6/65 the Secretary of State asked local authorities to aim at a minimum part-time teaching force equivalent to five per cent of the total; and authorities which had already achieved this figure were asked to aim at ten per cent or more. Already there were over 30,000 part-time teachers in the schools—nearly half of them in primary schools—but the Secretary of State said he was not satisfied that every authority was making full use of this source of teacher recruitment. The circular recommended the assimilation of the conditions of service of part-timers more closely to those of their full-time colleagues, and called for the provision of suitable facilities for refresher training. At the same time the Department published a special report, *Report on Education No. 21*, embodying a survey of authorities who already make extensive use of part-time teachers.

One great advantage of the use of part-time staff is that they allow for the development of activities which would otherwise be impossible. They are widely used to offer special help to small groups of backward children or sometimes of particularly able ones; they offer subjects not taught by the full-time staff and sometimes take part in specialised advanced work for which the demand is small, for example Russian and Chinese to sixth forms and “A” level mathematics in secondary modern schools. Part-time teachers may be employed in a similar way in primary schools in specialist subjects like music and in new ventures such as the teaching of French to older children. These teachers have proved particularly helpful as advisers to older pupils on courses and careers. One authority which employs them jointly as youth leaders finds them valuable in the pupils’ transitional stage from school to further education and employment. Other part-time teachers provide additional help where there is, for example, a high proportion of immigrant children. There are thus many constructive ways in which part-timers are used to supplement basic staffing complements, but they may also be used as part of that complement. Their employment in secondary schools may facilitate the “setting” of subjects or permit a more precise division of a



school's teaching complement between the various departments. In many schools, especially primary schools, they are used for class-sharing, a practice which sometimes gives rise to difficulties but can work extremely well when the teachers are well-matched and co-operate closely.

The Secretary of State also indicated in the spring his desire to see a development of part-time training courses for older people, including married women with family responsibilities and people in employment who could only attend outside their working hours. A memorandum of firm proposals was sent to the national associations for comment towards the end of the year. Another of the spring proposals was that departments of education might be established in some of the technical colleges where advanced work predominated ; and examination of the issues involved was well advanced by the end of the year.

The Department also launched a campaign to make university graduates more aware of the career opportunities now developing in the teaching profession. A survey of students' attitudes to careers suggested that a high proportion of women graduates would continue to enter teaching, both because of its intrinsic appeal and because it was more readily adaptable than most occupations to the requirements of marriage. For a substantial increase in total recruitment it was necessary to attract more men students, who needed to be satisfied about pay, status, and the interest and stimulation of the work. There was shown to be considerable misapprehension among students, particularly about teachers' salaries. The survey revealed that nine students out of ten under-estimated the average salaries of graduate teachers at age 35, most of them by a margin of at least £250. Nearly three-quarters of the students made a similar under-estimate of teachers' salaries at age 50, most of them by a margin of at least £350. Even the starting salary of a teacher with good honours was under-estimated by nearly two-thirds of all students. There was a widespread misapprehension that different basic scales apply in different kinds of maintained schools. And students in general seemed to have little awareness that most graduate teachers attain positions of responsibility carrying additional allowances from quite early in their careers.

As well as expanding the teaching force by every available means there is need also for greater support for teachers already in service, particularly by way of in-service training. The Department has sought to give fresh impetus to this important work, by encouraging local education authorities, institutes of education and other bodies to increase their provision of regional and local courses. An expanded programme of further training can be undertaken only if a substantial body of serving teachers are themselves able and willing to help to staff it. To prepare teachers for this work emphasis has been laid on high level courses, whether for a year, a term or a week ; and as part of this process it is hoped to increase the number of teachers annually attending full-time one-year courses of advanced study, to reach 1,000 by the end of the decade. These courses are mostly at university institutes of education and are of great value as a training ground for higher posts and for research.

The Department's own short-course programme conducted by H.M. Inspectors provides 120 courses attended annually by over 6,000 teachers. For a growing proportion of the courses the aim is to bring together for



discussion groups of teachers with relevant experience, especially those who have already done interesting work and who can be expected to develop it further and to take a leading part in local conferences and courses in their areas. Six courses of this nature were introduced in 1964–65; these were very successful, and the number was raised to 16 in 1965–66, with 24 planned for 1966–67. All organisers of these courses have been asked to include a session devoted to consideration of the problems and techniques associated with the running of local short courses.

All the parties involved in the negotiation of new salary scales were anxious to get to work quickly under the new Remuneration of Teachers Act, and three discussions were held before it received the Royal Assent. In the event, however, the management and the teachers were unable to agree on a new salary award and the matter was referred to arbitration. The recommendations of the arbitral body came into operation on 10th September with retrospective effect to 1st April. They involve an additional cost for salaries of full-time qualified teachers in primary and secondary schools of £44½ million a year, an increase of 13 per cent over the previous scale. The great majority of teachers and the employers favoured implementing the report on pensions for dependants brought forward by a working party in 1964, and the necessary legislation was introduced on 10th November. A new working party, to explore how pension rights could be extended to part-time teachers, was at work from the end of June onwards.

### **Education Beyond School**

Students in all forms of higher education—in the universities, in the colleges of education, and in the technical colleges—increased substantially in 1965. In Great Britain in 1963–64 there were 126,445 university students, in 1964–65 there were 135,186, and in the 1965–66 autumn term 151,033. For England and Wales only, but including also the CAT's, the figures were 123,194 in 1963–64, 132,199 in 1964–65, and 140,626 in 1965–66. In colleges of education and art training centres in England and Wales there were 53,955 students in initial training courses in 1963–64, 62,112 in 1964–65, and 74,639 in 1965–66. In the technical colleges in England and Wales (other than the CAT's) there were 128,873 advanced students in 1963–64 and 138,457 in 1964–65; of these 33,272 and 39,627 were full-time or sandwich course students.

The increased demand for higher education results from a complex of factors. The more obvious include the growth in the school population following the higher birth rate, and the larger proportion of pupils now staying on at school long enough to obtain the minimum academic qualifications. There is also the realisation that in any generation of school children a greater number are capable of benefiting from a course of higher education than have ever done so in the past. There is also the system of public grants, received by almost all U.K. students in higher education and increased in value during 1965: nowhere does a comparable proportion of students benefit in this way.

The babies of 1946 and 1947 who put the postwar bulge into the statistics have now reached the age of entry to higher education. After the bulge the birth rate was falling or stationary until 1955, since when it has risen every year, reaching the 1947 peak in 1965. There will therefore



be a fall in the number of 18-year-olds after 1966 lasting until about 1974. After that numbers will rise again, reaching the 1966 peak by the mid-1980's and then likely to rise without pause for the rest of the century.

Meanwhile there has been the tendency for a larger proportion of each age-group to stay at school beyond the compulsory minimum age for leaving. In ten years the proportion of 17-year-olds still at school rose from 8 per cent to over 13 per cent. With a larger proportion of a larger age-group in school than in previous years it was not surprising that many more pupils were attempting—successfully—the GCE at ordinary and advanced levels. In less than a decade the number of school leavers with five or more passes at “O” level nearly doubled; the number with two or more “A” levels more than doubled. At each level less than half the increase was attributable to the growth in the age-group. Despite some reduction in the size of the age-group for the next few years, the number of students achieving these qualifications is likely to go on increasing substantially. In the next dozen years or so there may be a further increase of a half in the number of boys and girls leaving school with five or more “O” levels and a still more rapid rate of growth with two or more “A” levels.

Provision for higher education is made in the universities, in the colleges of education, and in the technical colleges and other major institutions of higher education. Building programmes for further and higher education were generally subject to the six months deferment of new starts announced in July as part of the Government's measures to strengthen the economy. In December the Secretary of State authorised a new university building programme for the four years up to April 1970. This programme took account of the deferment from the current year of some £15 million of starts following the July measures.

In the National Plan published in the autumn the planned expectation was for 70,000 places by the end of the decade for students on advanced courses in the technical college system, allowing for an annual entry of about 27,000, and another 98,000 students in the teacher training system; acceptance of the Robbins target of 218,000 university students in 1973–74 was reiterated. The Plan emphasised that the long-run increase in productivity must depend heavily on the greater skill and technical proficiency of the labour force, developed through courses for technologists, technicians and other trainees; and planned expenditure up to 1969–70 was expected to rise faster in the technical college field than anywhere else: a 58 per cent rise compared with 55 per cent for teacher training and 33 per cent for the universities.

The Government's acceptance of the Robbins Committee's targets for education by 1973–74 had been announced in February. The Robbins Committee had recommended a 10-year programme designed to provide by 1973–74 390,000 full-time higher education places in universities, colleges of education and technical colleges in Great Britain. The Government accepted the objective, including 218,000 places in universities. It became clear that the target of 218,000 university places was within the capacity of existing universities and other institutions for which university status was accepted, and the Government therefore decided that—with one possible exception—no more additional universities or accessions to university status would be needed for about ten years. The possibility of creating



within that period a completely new technological university institution in the North East was being considered. The Government accepted the principle of selective development and expansion of technological education at a high level, considering that this would be best achieved, not by creating a separate category within institutions of university status, but by continuing the build-up of the three specialised institutions named by the Robbins Committee (the Imperial College of Science and Technology, the Manchester College of Science and Technology, and Strathclyde University) which would be given priority in the provision of finance, both capital and current.

Special supplementary recurrent grants for this purpose, totalling a million pounds over the academic years 1965–66 and 1966–67, were announced in June. It was the Government's intention also to encourage and expand the work of technological departments in other universities, for which up to £400,000 was to be made available during the rest of the present quinquennium. The special needs of the colleges of advanced technology would be considered by the University Grants Committee in assessing their total recurrent needs for the rest of the quinquennium (up to 31st July 1967). In February an increase of £5·8 million had been announced in the recurrent grants to universities for the remainder of the quinquennium in order to help them to meet the Robbins objectives in the light of increased costs since 1963. The total estimated recurrent provision for the three years would therefore rise to some £332 million.

Developments in the work of the colleges of education have been discussed in the previous section. The work of the technical colleges ranges from courses comparable to those provided in the senior forms of secondary schools to those at graduate and post-graduate level complementary to the provision in the universities. In implementation of the Alexander report on the public relations of further education, new initiatives were being taken throughout the country to make more widely known the broad range of opportunities available in the flexible system of further education. The National Advisory Council for Education in Industry and Commerce was itself giving close attention during the year to the use of technical college resources, not least in the context of the growing demands likely to be made on the system as the result of the setting up of Industrial Training Boards. A further progress report on the work of the Boards, and in particular on the relationship between industrial training and further education, was made in an administrative memorandum circulated in April.

The future of advanced work in the colleges was the subject of a policy statement in April and by the end of the year the national associations were being consulted in detail about the nature of the future pattern. In a speech at Woolwich the Secretary of State drew attention to "the twin traditions which have created our present higher education institutions"—the autonomous sector represented by the universities and the public sector represented by the leading technical colleges and the colleges of education. The separate tradition of the technical colleges accorded with the ever-increasing need for full-time vocational, professional and industrially based courses—at both degree level, and at less rigorous academic levels, and in part-time as well as full-time work. The further development of the system in accordance with these concepts was under discussion within the education service during the second half of the year.



During the year the Council for National Academic Awards, the chosen instrument for making degrees available to students outside the universities, issued its second and third policy statements. The Council has power to make awards to persons approved by the Council at educational establishments other than universities, or who have successfully carried out research work under the supervision of an educational or research establishment other than a university. The Council is not an examining body; its function is to consider and approve courses which are submitted to it. In its first full year of operation the Council has made good progress on formulating its policies, developing its structure and dealing with proposals for courses. The Council's April statement ("Statement Number 2") gave details of the constitution and membership of the Committee for Science and Technology, the Committee for Arts and Social Studies and 12 subject boards, and went on to announce that the titles of the Council's first degrees would be the B.A. and the B.Sc. (at honours or ordinary level). The third statement dealt with the approval of courses in science, technology, arts and social studies, leading to the award of honours and ordinary degrees of B.Sc. and B.A. The statement provided guidance to colleges intending to submit courses for the Council's approval and covers such matters as approval procedures and the Council's criteria in considering applications.

In April the Secretary of State announced that the University of Birmingham had accepted an invitation to set up a research and documentation centre for programmed learning. It is now in full operation and is giving guidance and assessing experiments as well as co-ordinating activity in this field. Short and one-term courses were started at some institutes of education and technical colleges to help teachers and lecturers to understand the potentialities of programmed learning and how to write programmes.

The establishment of central units to improve communication within institutions of higher education and of a centre to ensure co-ordination at a national level were among the recommendations made in October by a committee set up in 1963 to explore the use and potential value of audio-visual aids in the teaching of advanced science. The committee, under the chairmanship of Dr. Brynmor Jones, advocated active development of the use of visual aids by institutions of higher education and made specific recommendations relating to film, projection aids, television, programmed instruction and language laboratories. An inquiry by the committee had shown that while demand for some of the newer aids, especially closed-circuit television, was very high, not enough use was made of conventional aids which were generally available, and the development of audio-visual media tended to be in the hands of small groups of devoted enthusiasts. The committee also found that universities and other centres of higher education tended to work in isolation and that communication about ideas and aids for teaching was almost wholly unorganised. On the subject of specific aids, the committee recommended that determined efforts should be made to overcome the present shortage of suitable teaching films at higher educational levels and that overhead projectors should form part of the standard equipment of lecture theatres. The value and potential of closed-circuit television were manifest and institutions should take full advantage of them. Universities and colleges were advised to carry out research into



the possible uses of programmed instruction in their respective spheres and on the techniques of applying it. The report is being examined and discussed by the various bodies immediately concerned, and by the Government and the University Grants Committee.

The Committee on Research and Development in Modern Languages recommended the award of grants for a study by the University of Essex of spoken and written texts in contemporary standard Russian, research at Birkbeck College into applied linguistics and the psychology of learning languages, research at Edinburgh on testing procedures for the investigation of language proficiency and aptitudes, and the preparation of a visual French grammar at Battersea. In May the committee sent a questionnaire to all universities, institutes of education and colleges of advanced technology, and to some colleges of further education, asking for information on current linguistic research activities. The replies were being collated at the end of the year. The committee recommended the establishment of a centre to provide a comprehensive information service about all aspects of modern language teaching, and this was being considered by the Department, with the Scottish Education Department, at the end of the year.

The teaching of science and technology in higher education was discussed in the first report of the Committee on Manpower Resources for Science and Technology, published in October with a separate blue book on postgraduate courses. The committee (under Sir Willis Jackson) recommended that universities should continue their efforts to provide more facilities for candidates in science and technology, whose numbers were increasing. Ways should also be found to use imaginative and resourceful individuals, with practical experience in research and development establishments and industry, to widen the scope of science and mathematics teaching in the schools, and to demonstrate the challenge of careers in applied science and technology. The colleges of technology should be encouraged to maintain the resources devoted to "sandwich courses", and should keep open opportunities for holders of national certificates to enter higher education in technology. There should also be a closer partnership between the universities, colleges of technology, Government establishments and industry in promoting and conducting postgraduate courses in technology, and the Industrial Training Boards should give particular attention to the need for more graduate training facilities within industry. The blue book also stressed the importance of joint planning and participation by educationists and industrialists in initiating longer-term postgraduate courses of an instructional (as distinct from a research) character and concerned with preparing students as engineers and certain defined technologists.

The needs of the universities and civil research establishments for computers were considered by a working party, with Professor Flowers as chairman, appointed by the Council for Scientific Policy and the UGC. After receiving the advice of the CSP and the UGC on the working party report, the Secretary of State announced approval of a programme for an integrated system of computer provision, including very large installations at London, Manchester and Edinburgh universities which would serve as regional centres for other universities and research establishments, and expanded facilities at other individual institutions; a Computer Board would



ensure full utilisation of the facilities. It was estimated that the programme, to be spread over 6 years, would cost £20·5 million for universities and £9·3 million for research councils.

In May it was announced that a report had been received from the Standing Committee on Grants to Students and had been of great value in determining the increased levels of awards from 1st September 1965. The cost of implementing the increases in Great Britain would be of the order of £8½ million in 1966–67, and it was estimated that about a quarter of a million students would then be receiving the increased awards at an annual cost of about £100 million—roughly the same as the cost of the entire school building programme for a year. In July informal views were invited from a number of bodies concerned with the problems of student support on such topics as the provision for married students, the rationale of the parental contribution, and the question of introducing loans into the system.

During the year an advisory committee under Miss Jennie Lee completed a study of the educational size and functions of a University of the Air which would provide—through special television and radio programmes, reinforced by correspondence tuition, residential courses, and tutorial groups—courses that would lead to degrees and other qualifications. At the end of the year the technical, organisational, and financial implications of the scheme were under consideration by the Government.



# PART TWO

## THE YEAR'S EVENTS

### SECTION I

## THE SCHOOLS (ENGLAND AND WALES)

### Introduction

1. This section brings together all matters relating directly to the schools of England and Wales. It begins by reviewing changes in the population of the maintained schools, in the supply of schools and in the supply of teachers followed by special reference to the organisation of secondary education and to the question of the education of immigrants. Information is then given concerning schools not maintained by local authorities including a note on the Public Schools Commission. Events in the field of the curriculum and examinations are then noted, followed by an account of developments in respect of handicapped pupils, special educational treatment and special schools. A concluding general section deals with the Central Advisory Council for Education (England), nursery education, the Council for Colony Holidays, licences for children in entertainment, the school dental service and school meals and milk.

### 1. Maintained Schools

#### a. POPULATION

#### *Numbers*

2. The total maintained school population continued to increase. In January 1965 there were 7,092,155 pupils on the registers of maintained primary and secondary schools (other than nursery and special schools) in England and Wales, 58,459 more than in January 1964.

TABLE 1.—*Numbers of pupils on the registers of maintained primary and secondary schools (other than nursery and special schools)*

Year (January)	Number of Pupils (000)			
	Infants	Juniors	Seniors	Total
1963 ... ..	1,682·1	2,426·6	2,816·6	6,925·3
1964 ... ..	1,735·8	2,443·2	2,854·7	7,033·7
1965 ... ..	1,783·2	2,482·6	2,826·4	7,092·2



3. The proportions of 15, 16 and 17 year-old pupils in maintained schools were as follows:

TABLE 2.—Numbers and proportions of 15, 16 and 17 year-old pupils

Year (January)	Age 15		Age 16		Age 17	
	Number (000)	Percentage of age group	Number (000)	Percentage of age group	Number (000)	Percentage of age group
1960 ... ..	214·7	31·0	97·3	15·4	45·8	7·6
1961 ... ..	197·0	31·4	111·6	16·1	51·7	8·1
1962 ... ..	259·8	33·9	104·6	16·6	60·0	8·6
1963 ... ..	300·4	36·1	143·0	18·6	57·1	9·0
1964 ... ..	383·6	51·3	160·8	19·0	75·7	9·8
1965 ... ..	371·7	52·8	153·0	20·4	85·9	10·3

4. The total number of pupils in sixth forms increased by 7,500 to 169,000.

5. The number of pupils in senior classes of all age schools was 13,600 (31,724 in 1964). The proportion of pupils aged 13 attending all age schools was 0·7 per cent (1·4 in 1964).

Size of Classes

6. In January 1965 there were 232,000 junior and senior classes, of which 24·4 per cent, containing 29·3 per cent of pupils, were over-size (26·5 and 31·8 in January 1964). The proportion of junior pupils in over-size classes was 12·4 per cent (18·1 in 1964) and of senior pupils 39·8 per cent (51·7 in 1964).

b. SUPPLY OF SCHOOLS

School Building

7. In the course of the year 375 primary and 176 secondary schools were completed (including four primary and 14 secondary schools brought into use before the beginning of the year). In addition two primary schools and three secondary schools were brought into use in advance of completion. In total therefore 556 new schools were occupied. These, together with extensions and alterations to existing schools, provided 113,985 primary and 132,325 secondary places.

8. At the end of the year permanent premises for another 419 primary and 220 secondary schools were being constructed. Places started in major projects for primary and secondary schools (irrespective of the programme in which they originated) were:

TABLE 3.—Places started in major building programmes for primary and secondary schools

Financial year				Primary	Secondary	Total
1961-62	...	...	...	63,685	144,070	207,755
1962-63	...	...	...	67,900	147,030	214,930
1963-64	...	...	...	71,210	115,855	187,065
1964-65	...	...	...	79,680	107,065	186,745
1965-66(i)	...	...	...	73,700	53,860	127,560

(i) First nine months.



9. During the year the announcement of the 1966-67 programme was completed bringing the total value to £80m., of which the need for new accommodation arising from the growth and movement of population accounted for about five-eighths. At the end of the year £36m. of the 1967-68 programme had also been announced.

10. The value of minor projects\* started at primary and secondary schools in 1965 was £20.1m. (£19.9m. in 1964) including projects costing £3.9m. at voluntary aided and special agreement schools.

#### *Proposals for New Schools and Closure of Existing Schools*

11. Under the provisions of Section 13 of the Education Act, 1944, as amended, any proposal to provide a new county or voluntary school, or to close an existing one, must be approved by the Secretary of State.

TABLE 4.—*Proposals for new schools approved under Section 13 of the Education Act, 1944, as amended*

	Primary	Secondary	Total
County	393	143	536
Voluntary:			
Church of England ...	21†	8	29
Roman Catholic ...	69	23	92
Church in Wales ...	2	—	2
Methodist ...	—	—	—
Undenominational ...	—	3	3
Total Voluntary ...	92	34	126
Total, all schools ...	485	177	662

† Includes one C. of E./Methodist.

TABLE 5.—*Schools closed under Section 13 of the Education Act, 1944, as amended*

	Primary	Secondary	Total
County	77	89	166
Voluntary:			
Church of England ...	98	5	103
Roman Catholic ...	3	4	7
Church in Wales ...	6	—	6
Methodist ...	—	—	—
Undenominational ...	2	2	4
Total Voluntary ...	109	11	120
Total, all schools ...	186	100	286

These schools included 131 schools in rural areas, of which nine were secondary schools. Of the remaining 122 schools (34 of which were replaced by new schools in the same area), 44 were county, 70 Church of England, four Roman Catholic and four Church in Wales.

12. Seven voluntary schools closed on the initiative of the managers under Section 14 of the Education Act, 1944.

\* i.e., projects costing less than £20,000 each.



## Voluntary Schools

13. At the end of 1965 there were 9,396 voluntary schools in England and Wales, of which 4,961 were aided, 181 special agreement and 4,254 controlled. Table 6 shows voluntary school projects included in building programmes since 1945 up to and including the 1965-66 programme. In addition, it is estimated that more than 60,716 places were provided at voluntary schools by minor works.

TABLE 6.—*Voluntary school projects included in building programmes 1945 to 1965-66*

	Projects						Accommodation brought into use					
	Church of England (including Church in Wales)		Roman Catholic		Other voluntary bodies		Church of England (including Church in Wales)		Roman Catholic		Other voluntary bodies	
	Pro-jects	Places	Pro-jects	Places	Pro-jects	Places	Pro-jects	Places	Pro-jects	Places	Pro-jects	Places
Aided ... ..	333	88,345	937	287,813	57	11,285	221	55,660	681	203,410	57	11,285
Special Agreement	32	10,370	128	48,640	2	810	28	8,790	116	43,930	2	810
Controlled ...	194	41,925	—	—	59	9,160	153	32,255	—	—	53	8,235
TOTAL ...	559	140,140	1,065	336,453	118	21,255	402	96,705	797	247,340	112	20,330

14. Payments of grants during 1965 brought the total since 1945 to £66,808,569 of which £48,688,559 had been paid at the rate of 75 per cent authorised by the Education Act, 1959. These grants represent the amount claimed and paid up to the end of 1965 on major and minor building projects together with grants on minor alterations and repairs.

15. 116 new loan agreements were concluded during the year for loans amounting to £2,363,338. Loan advances during the year brought the total advances to £15,417,402.

TABLE 7.—*Grants and loan advances during 1965*

	Church of England schools (including Church in Wales)		Roman Catholic schools		Other voluntary schools	
	Grants	Loan Advances	Grants	Loan Advances	Grants	Loan Advances
Alterations and repairs at aided and special agreement schools ... ..	1,432,160	95,937	1,102,628	151,020	316,211	—
Transferred and substituted schools ...	1,110,851	110,800	747,447	250,090	465,763	—
Schools for displaced pupils ... ..	48,275	13,300	831,458	138,482	—	—
Secondary schools to match primary schools (1959 Act, Section 1(2)) ...	521,544	24,000	4,263,458	1,520,757	86,776	—
TOTALS ...	3,112,830	244,037	6,944,991	2,060,349	868,750	—



## C. SUPPLY OF TEACHERS

### *Full-time Teachers in Service*

16. In the last ten years, the full-time qualified teacher force has increased by about 18 per cent. The number of men teachers in service increased by nearly 32 per cent compared with 9 per cent for women. The increase during the year in the number of full-time women teachers in service was disappointingly small, and points to a continuing heavy rate of wastage among women teachers. These figures, however, did not reflect the recent rapid growth in intake to the colleges of education, which will produce a marked increase in output to the schools in and after 1966. Meanwhile, the rapid growth in the part-time teacher force (paragraph 30) was all the more welcome.

TABLE 8.—*Full-time qualified teachers in service in maintained schools  
(other than nursery and special schools)  
(excluding temporary and occasional teachers)*

31st March ...	1955	1960	1961	1962	1963	1964	1965
Men ...	90,500	105,400	109,200	112,800	114,000	(Provi- sional) 116,400	(Provi- sional) 119,300
Women...	146,000	158,500	159,900	161,600	156,800	158,700	159,300
	236,500	263,900	269,100	274,400	270,800	275,100	278,600
Increase during year:							
Men ...		3,800	3,600	1,200	2,400	2,900	
Women ...		1,400	1,700	—4,800	1,900	600	
Total increase ...		5,200	5,300	—3,600	4,300	3,500	

### *Temporary and Occasional Teachers*

17. There was a marked increase in the number of temporary and occasional women teachers during the year ending 31st January, 1965. These additional women were almost wholly employed in primary schools, a reflection of the growing staffing difficulties which those schools were experiencing through the persistently heavy wastage of young qualified women teachers.

TABLE 9. *Temporary and occasional teachers in service in  
maintained schools*

1st February ...	1962	1963	1964	1965
Temporary teachers:				
Men ...	1,316	1,544	1,571	1,549
Women ...	2,112	2,801	2,667	2,947
Total ...	3,428	4,345	4,238	4,496
Occasional teachers:				
Men ...	165	142	181	168
Women ...	1,500	1,704	1,803	2,098
Total ...	1,665	1,846	1,984	2,266
TOTAL ...	5,093	6,191	6,222	6,762



Graduate Teachers

18. Separate figures for the numbers of graduate teachers in service at 31st March, 1965, were not available at the time this report went to press ; but provisional figures for March, 1964, which were not included in the 1964 report, are given in the table.

TABLE 10. Graduate teachers in service

31st March ... ..	1955	1960	1961	1962	1963	(Provisional) 1964
Men ... ..	24,067	32,038	33,637	34,827	35,923	36,186
Women ... ..	16,534	19,984	20,411	20,803	21,032	21,076
Total ... ..	40,601	52,022	54,048	55,630	56,955	57,262
Increase during year:						
Men ... ..		1,599	1,190	1,096	263	
Women ... ..		427	392	229	44	
Total increase...		2,026	1,582	1,325	307	

19. In 1963-64 there was a further decline in the rate at which the graduate teacher force was increasing in size. This falling off does not seem to reflect any substantial increase in the wastage rates applying to graduate teachers but to be almost entirely the result of a drop in the recruitment of untrained graduates, with no compensating increase among trained graduates. These figures gave added point to the Department's intensified graduate recruiting campaign.

20. The results of a survey of university students' attitudes to teaching as a career, which the Department had commissioned, suggested that a substantial increase in the recruitment of graduate teachers could be achieved only if more men students became convinced that teaching offered what they were looking for in a career. But most uncommitted men students who took part in the survey appeared to regard teaching as dull, restrictive work, offering poor pay and prospects and enjoying low prestige. In their eyes, it failed to satisfy three criteria to which they attached particular importance in choosing a career—pay, status and the intrinsic interest and stimulation of the work.

21. There were, however, more encouraging features of the survey's findings. It was clear that the proportion of women graduates entering teaching could be expected to remain high, since teaching appeared to be well-suited to the career aspirations of very many women students. There was a broadly favourable attitude among students to the teacher training available to graduates. Most important of all, there was overwhelming evidence that students' convictions as to the poor financial rewards of teaching—which no doubt also contributed to their view that teaching lacked prestige—were based on a gross underestimation of the actual levels of graduate teachers' earnings.

22. A main aim of recruitment policy was thus seen to be to make accurate information about salaries and the nature of the teacher's work readily available to more students. A revised version of the Department's



recruitment booklet *Careers in Education for Graduates*,\* which incorporated full details of the salary award announced in July, was circulated in the universities. Through contact with university appointments secretaries, arrangements were made for its wider distribution among students. The Department undertook a press advertising campaign which started in October and was planned to continue through the spring of 1966. The advertisements sought both to draw attention to the new salary scales for graduate teachers and to emphasise the importance of education to the community at large in a time of rapid change and development. Publicity was addressed to undergraduates through student publications and also to graduates in the general public, through the medium of national newspapers and periodicals. The response to this publicity was encouraging; by the end of the year, the Department had received about 2,000 enquiries which were attributable to the advertisements. It was hoped to make arrangements for students to be brought into contact with schools, especially of kinds with which they were not familiar, and with serving teachers, so that they could see for themselves some of the interesting developments now emerging in the schools, and obtain an insight into the variety and complexity of the work of a teacher.

### *The Return of Married Women*

23. Married women returning to service continued to make an important contribution to the staffing of the schools, especially the relatively hard-pressed primary schools.

TABLE 11. *The return of qualified women teachers*

Year ended	Total	Full-time	Part-time	Graduates	Non-graduates	To primary schools	To secondary schools
31st January, 1962	4,662	2,752	1,910	646	4,016	3,029	1,633
31st January, 1963	5,557	3,407	2,150	756	4,801	3,964	1,593
31st January, 1964	5,507	3,273	2,234	767	4,740	3,983	1,524
31st January, 1965	6,431	3,435	2,996	888	5,543	4,666	1,765
31st January, 1966	7,225	3,441	3,784	985	6,240	5,249	1,976

24. The total recruitment of 7,225 in the year represented an increase of 12 per cent on the high recruitment level achieved in the previous year. The proportion returning to part-time service (46.6 per cent in 1964) showed a further increase to 52.4 per cent, a reflection of local education authorities' increasing willingness to give to returning women teachers the opportunity many of them seek to resume their careers in easy stages. The expansion of part-time recruitment represented virtually the whole of the increase in the total number returning to service.

25. National publicity to attract married women teachers back into service was renewed in 1965 on a larger scale than in previous years. Press advertisements were issued between mid-March and the end of June, and during a further period of a month in the autumn. As before, a number of local education authorities co-operated vigorously in the campaign; at least

\* Department of Education and Science. Unpriced.



50 authorities mounted local advertising campaigns to supplement the national publicity. Posters issued by the Department were widely displayed and some 150,000 explanatory leaflets were taken up for distribution to enquirers.

26. For the first time, press advertisements used in the campaign included a coupon which enquirers could send in to the Department as an alternative to approaching their local education authorities direct. In all, some 2,700 coupons were received of which 1,600 were from teachers who wished to know about current teaching opportunities in their areas. The names and addresses of those who submitted coupons were passed on to the local education authorities concerned ; at the end of the year, enquiries were in train to discover how many of these teachers had been taken into service.

27. A new one-minute television film, drawing attention to opportunities to teach part-time, was commissioned by the Department and was shown by the B.B.C. shortly before the campaign and at intervals during its progress. Sound broadcasts in the B.B.C. official announcements period were also made regularly during the campaign period.

28. A review was carried out of the operation of Addendum No. 1 to Circular 8/60. The review showed that 16 authorities were operating a total of 22 nursery classes which had been set up to facilitate the return of married women teachers and that 12 authorities had firm proposals for establishing 17 classes under the terms of the Addendum. It showed also that, over the system of maintained nursery schools and classes as a whole, the number of qualified teachers released for service in maintained schools exceeded the number of teachers employed in the nurseries.

29. More flexible arrangements were devised for relating nursery expansion to the recruitment of returning teachers. The new arrangements were announced by the issue in December of Addendum No. 2 to Circular 8/60. This Addendum offered two methods by which authorities could qualify for an expansion of their nursery facilities. First, the method established in Addendum No. 1 was continued, but with its requirements more closely defined : a new nursery class could be set up provided that it secured the return to service of at least the equivalent of four full-time qualified teachers. Second, a new method was introduced which authorities were eligible to use if they had established at least three nursery classes which were currently enabling the equivalent of at least twelve qualified teachers to serve in maintained schools. These authorities could undertake a further expansion of their nursery provision without having to guarantee that the return of a specified number of teachers would be achieved by any individual new class. But they were required to give priority of admission to teachers' children in all their nursery schools and classes and to ensure that taking their nursery provision as a whole, the number of teachers released for service through the admission of their children continued to be at least twice the number employed in staffing the system.

#### *Part-time Teachers*

30. The success of efforts to increase the opportunities for returning married women teachers to undertake part-time service in the first instance contributed to a further substantial increase in the total part-time teacher force.



TABLE 12. *Part-time teachers in service*

February	1960	1961	1962	1963	1964	1965	1966
TOTAL ... ..	13,567	15,689	19,358	23,575	25,737	30,772	36,195
Increase during the year ... ..	2,122	3,669	4,217	2,162	5,035	5,423	
Men ... ..	2,073	2,193	2,512	3,087	3,211	3,739	4,290
Women... ..	11,494	13,496	16,846	20,488	22,526	27,033	31,905
In primary schools	5,177	6,190	8,102	10,089	11,577	14,254	17,595
In secondary schools	8,390	9,499	11,256	13,486	14,160	16,518	18,600

*Full-time equivalents*

February ...	1960	1961	1962	1963	1964	1965	1966
Men ... ..	924	1,027	1,168	1,427	1,474	1,697	1,935
Women... ..	5,499	6,597	8,255	10,063	11,098	13,081	15,531
TOTAL ... ..	6,423	7,624	9,423	11,490	12,572	14,778	17,466

The increase in the year (5,423) was the highest yet recorded. Women teachers represented 88·1 per cent of the total numbers in service, and the primary schools share of the total rose to 48·6 per cent.

31. During the earlier part of the year enquiries were made by the Department among a number of local education authorities, most of whom employed a relatively high proportion of part-time teachers. These enquiries revealed the wide variety of constructive ways in which these teachers were used in the service of the schools, identified the most effective methods of recruiting them, and brought out the extent to which part-time teachers' conditions of service had been assimilated to those of their full-time colleagues. They also showed that part-time teachers tended to be most highly regarded in areas and schools where they were most extensively used. These findings were embodied in one of the Department's monthly Reports on Education\*, which was published in May and widely circulated. At the same time, the Department issued Circular 6/65 on part-time teaching in the schools. The Circular asked authorities to review the conditions of service of their part-time teachers; it called for a further initiative in the provision of refresher courses for returning teachers; and it urged authorities to adopt as their minimum aim the employment of part-time teachers on a scale equivalent to 5 per cent of their total teacher force; those authorities who had already achieved this target were asked to move on towards 10 per cent and beyond.

32. By the end of the year, an official working party set up to consider the possible introduction of a superannuation scheme for part-time teachers had started work; and a working party of the Burnham Committee had undertaken to study whether national arrangements could be devised for part-time teachers' salaries.

\* Reports on Education No. 21. *Part-time teaching in schools*. Unpriced.



### *Staffing the Primary Schools*

33. While the supply of teachers as a whole broadly kept pace with the growth of the school population during 1965, some serious local difficulties developed in certain areas, especially in primary schools. In general the staffing situation in the primary, and especially the infant, schools came under growing pressure towards the end of the year, as a consequence of the steadily increasing number of children reaching school age. In December the Department reminded local education authorities and colleges of education of the need to channel into primary schools as large a proportion as possible of the output of newly-trained teachers, particularly those with a junior/secondary training.

### *Distribution of Teachers*

34. The quota arrangements for 1966 were announced in Circular 1/66, published on 3rd January, 1966. This forecast slightly better overall staffing prospects for 1966, due mainly to the substantially larger output expected from the colleges of education, and announced small improvements in the quota pupil/teacher ratios of about half the authorities, with the main benefit going to areas with the least favourable staffing standards.

### *The Fourteen-point Programme*

35. The main lines of development for the Department's work in the field of teacher supply were laid down by the Secretary of State in a fourteen-point programme which he announced in his speech at Easter to the annual conference of the National Union of Teachers at Douglas, Isle of Man. He had just received the Ninth Report of the National Advisory Council on the Training and Supply of Teachers (paragraphs 36-42) which forecast that the shortage of teachers would persist for at least the next ten years, until the schools began to reap the full benefit of the authorised programme of expansion for the colleges of education and the other sectors of higher education. The fourteen-point programme was intended to improve the supply of teachers during this interim period. Seven of the points related to various measures designed to make more places quickly available for the training of teachers, and are described in Section II, paragraphs 68-80. One point referred to the need for non-teaching help in the classrooms; in his speech the Secretary of State indicated that he did not wish to interrupt the study of this topic which was being undertaken by a working party comprising representatives of the teachers' and local authority associations. By the end of the year it was understood that this working party had completed a comprehensive survey of existing non-teaching help in schools and that the results of this survey were under active consideration. Of the remaining points in the programme, three dealt with plans to stimulate the recruitment of returning women teachers generally, and three with measures to increase the opportunities in the schools for part-time teaching. Progress in implementing these proposals has already been described in paragraphs 23 to 32 above.

### *National Advisory Council on the Training and Supply of Teachers*

36. In May the National Advisory Council on the Training and Supply of Teachers published their Ninth Report\*, a major review of the long-term prospects for staffing the maintained schools. The Council's Standing

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\* *The Demand for and Supply of Teachers, 1963-1986*, H.M.S.O., 7s. 6d.



Sub-Committee on Teachers for Further Education also submitted a report to the Secretary of State on the Training of Teachers in Further Education. (Section II paragraph 91.)

37. On the demand side, the Ninth Report took account of the latest birthrate projections and also of the decision to raise the school leaving age to 16 in 1970-71, and estimated that the school population would increase from about 7 million in 1963 to 8·7 million in 1972 and to 10·2 million in 1986.

38. On the supply side, the report took account of the Government's announcement on 24th February of plans to expand the colleges of education to provide a total of 111,000 places in England and Wales by 1973-74, i.e. an expansion on the lines recommended by the Robbins Committee. It was assumed that an increased recruitment of graduate teachers would result more from the expansion of the universities than from an increase in the proportion of graduates who chose to enter teaching; this proportion was expected to increase only slightly up to 1968-69 and to remain unchanged thereafter. This report identified the rising school population and the wastage of young women teachers as the most significant factors in the teacher supply problem.

39. The wastage rates for young women teachers were expected to continue rising throughout most of the period under review, although less sharply than in recent years and at a diminishing pace. On this basis, four women teachers out of every five recruited would be needed to replace wastage, and only one in five would represent a net addition to the teaching force.

40. The Council calculated that on the present plans and assumptions described above, the number of qualified teachers in service would be insufficient to eliminate oversize classes (i.e. senior classes of more than 30 and junior classes of more than 40) until 1978 and that the reduction of all junior classes to a maximum of 30 could not be achieved until 1983. They forecast that by 1972 the total number would be 40,000 less than the number required to achieve the former objective and by 1981 would still be 22,000 below the number required to achieve the latter.

41. While on this assessment the teacher supply prospects for the second half of the period under review were considered reasonably satisfactory, those for the first half of the period gave the Council cause for dismay. The Council concluded that the scale on which it was proposed to expand the colleges of education was adequate, but that this expansion would take place too late. They therefore recommended that the planned expansion be accelerated by at least two years; that is, that the annual intake of students should be increased to 40,000 not by September, 1974, as planned, but by September, 1971, or if possible even earlier. Eleven members of the Council submitted a supplementary minority report which endorsed the main recommendation, but urged that even faster progress should be made by the introduction of a four-term year in the colleges of education, a device for enabling more students to be accommodated in the existing college buildings. Three members of the Council submitted a note of dissent which made a number of radical criticisms of the methods and assumptions used in the report.

42. Shortly after submitting the Ninth Report, the chairman of the Council, Mr. Alan Bullock, resigned. In doing so, he told the Secretary of



State that the divisions which had become apparent within the Council did not arise simply from differences of opinion which an independent chairman might hope to reconcile, but were the outcome of fundamental conflicts of interest about issues of national policy which required decision at the political level. He accordingly recommended that in future a Minister should act as chairman of the Council rather than an independent person, as had hitherto been the practice. In accepting Mr. Bullock's resignation, the Secretary of State undertook to study this suggestion.

#### d. THE ORGANISATION OF SECONDARY EDUCATION

43. Circular 10/65\*, issued on 12th July, 1965, represented a major statement of Government policy on the reorganisation of secondary education. It called attention to the Government's declared objective to end selection at eleven-plus and to eliminate separatism in secondary education, gave detailed guidance on possible interim, as well as long term, methods of achieving this objective, and requested local education authorities to submit plans for their areas on these lines within a year. The plans were to cover both a general statement on long term proposals and a detailed statement for a three year period starting not later than September 1967. Before the Circular was issued the Secretary of State undertook consultations with the main bodies representing the local education authorities, the teachers, the Churches and direct grant and non-denominational voluntary schools. The six main comprehensive systems which have been proposed are as follows:

- (i) The orthodox comprehensive school with an age range of 11 to 18 years.
- (ii) A two-tier system whereby all pupils transfer at 11 to a junior comprehensive school and all go on at 13 or 14 to a senior comprehensive school.
- (iii) A two-tier system under which all pupils on leaving primary school transfer to a junior comprehensive school, but at the age of 13 or 14 some pupils move on to a senior school while the remainder stay on in the same school.
- (iv) A two-tier system in which all pupils on leaving primary school transfer to a junior comprehensive school. At the age of 13 or 14 all pupils have a choice between a senior school catering for those who expect to stay at school well beyond the compulsory leaving age, and a senior school catering for those who do not.
- (v) Comprehensive schools with an age range of 11 to 16 combined with sixth form colleges for pupils over 16.
- (vi) A system of middle schools which straddle the primary/secondary age ranges. Under this system pupils transfer from a primary school at the age of 8 or 9 to a comprehensive school with an age range of 8 to 12 or 9 to 13. From this middle school they move on to a comprehensive school with an age range of 12 or 13 to 18.

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\* H.M.S.O., 1s. 3d.



#### e. EDUCATION OF IMMIGRANTS

44. Circular 7/65 issued in June gave advice to local education authorities on measures needed to ensure that children from overseas who were coming into the schools in increasing numbers were given special help in overcoming their educational difficulties and that the general standard of education provided in the schools was maintained. Recommendations which received general support were for smaller classes, better teaching staff ratios, more books, teaching aids and ancillary help and the provision of special training for teachers of immigrant children. Some reservations were expressed about the suggestion in the Circular that immigrant children should, where appropriate, be dispersed among a number of schools in order to limit the difficulties facing any one school.

45. The first one term course of training for teachers of immigrant children started in October, and plans were made for additional courses to start in 1966 as well as for courses to help immigrant teachers to reach the standards required for teaching appointments in this country. Work also started on a research project sponsored by the Schools Council in connection with the special problems of teaching English to immigrant children.

46. The Department continued to study closely the new situation created by the increasing numbers of immigrant children in school.



## 2. Schools Not Maintained by Local Authorities

### a. DIRECT GRANT SCHOOLS

47. In the Circular on comprehensive education issued in July the governors of direct grant secondary schools were asked, in consultation with the local education authorities concerned, to consider ways of maintaining and developing their traditional co-operation with the authorities in the context of the new policy on comprehensive education. The hope was expressed that authorities would study ways in which the schools might be associated with their plans, and that governing bodies would be ready to consider changes, for instance in curriculum and method and age of entry, which would enable them to participate fully in local schemes. For this reason direct grant schools were not included in the terms of reference of the Public Schools Commission (see paragraph 49 below).

48. It was decided in November to increase the Department's capitation grant from £45 to £52 per annum to meet part of the combined effect of the increase in salaries for teachers, which operated from 1st April under the Remuneration of Teachers Act, 1965, and increases in other costs in the last two years. The sixth form grant remained at £84 per annum.

### b. INDEPENDENT SCHOOLS

#### *Public Schools*

49. On 22nd December, the Secretary of State informed the House of Commons that Sir John Newsom had accepted his invitation to be Chairman of the Public Schools Commission. At the same time he announced that the terms of reference of the Commission would be as follows:—

“The main function of the Commission will be to advise on the best way of integrating the public schools with the State system of education. For the immediate purpose of the Commission public schools are defined as those independent schools now in membership of the Headmasters Conference, Governing Bodies Association or Governing Bodies of Girls Schools Association.

The Commission will be expected to carry out the following tasks:—

- (a) To collect and assess information about the public schools and about the need and existing provision for boarding education; forms of collaboration between the schools (in the first instance the boarding schools) and the maintained system.
- (b) To work out the role which individual schools might play in national and local schemes of integration.
- (c) If it so wishes, and subject to the approval of the Secretary of State, to initiate experimental schemes matching existing provision with different types of need.
- (d) To recommend a national plan for integrating the schools with the maintained sector of education.
- (e) To recommend whether any action is needed in respect of other independent schools, whether secondary or primary.



In carrying out its tasks the Commission will be expected (while respecting the denominational character of the schools), to pay special attention to the following objectives:—

- (a) To ensure that the public schools should make their maximum contribution to meeting national educational needs, and in the first instance any unsatisfied need for boarding education in the light of the Martin and Newsom Reports\*.
- (b) To create a socially mixed entry into the schools in order both to achieve (a) above and to reduce the divisive influence which they now exert.
- (c) To move towards a progressively wider range of academic attainment amongst public school pupils, so that the public school sector may increasingly conform with the national policy for the maintained sector.
- (d) To co-operate closely with local education authorities in seeking to match provision with need for boarding education.
- (e) To ensure the progressive application of the principle that the public schools, like other parts of the educational system, should be open to boys and girls irrespective of the income of their parents."

### *Recognised Efficient Schools*

50. Thirty-one additional schools were recognised as efficient under Rules 16. Recognition was withdrawn from four schools. In all, 1,544 schools were so recognised at the end of the year.

### *Registration of Independent Schools*

51. At the end of 1965 the register of independent schools contained 1,890 finally registered schools besides those recognised as efficient. Forty-four schools were provisionally registered, fifteen of them being new schools which had come into existence during the year. Fifty-six new schools were added to the register and the particulars of 217 schools were removed on closure or change of status. The Secretary of State served twenty-one notices of complaint during the year, making a total of 117 since the introduction of Part III of the Education Act, 1944. In three cases the complaints related to deficiencies in premises and accommodation; in three cases to deficiencies in premises only; in one case to deficiencies in accommodation only; in one case to inefficient or unsuitable instruction and in nine cases to instruction as well as to premises and accommodation. One of these cases, which was concerned with deficiencies in premises and accommodation resulted in an appeal to an Independent Schools Tribunal, which made an interim Order under Part III of the Education Act instructing the school to meet certain requirements specified in the notice by November. The Tribunal then expressed itself satisfied with the work which had been carried out and amended its earlier decision to rule that no Order would be made. Another of these cases, which was concerned with instruction only, resulted in an appeal, the hearing of which had not taken place by the end of

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\* *Report of the Working Party on Assistance with the Cost of Boarding Education*, H.M.S.O. 1960, 1s. 0d. *Half Our Future*, a report of the Central Advisory Council for Education (England), H.M.S.O. 1963, 8s. 6d.



the year. A Tribunal also met in January to resume the hearing, postponed from 1964, of the appeal against a notice served in that year concerning deficiencies in a school's accommodation and instruction; the Tribunal's Order in this case limited the number of pupils to be accommodated in the school and made certain requirements for its curriculum and staffing. The school subsequently closed voluntarily.

52. Four cases involving persons were the subject of notices of complaint during the year. A teacher considered by the Secretary of State not to be a proper person to be a teacher appealed to a Tribunal, which made an Order disqualifying the appellant from being a teacher in any school. The other three cases, which related to persons considered unsuitable to be the proprietors of independent schools, were not settled before the end of the year.

53. During 1965, the Secretary of State dealt with six cases where the time limit for satisfying his requirements made in a notice of complaint had expired. In one case concerning deficiencies in premises and accommodation the proprietor closed the school voluntarily. Three cases concerned inefficient and unsuitable instruction as well as deficiencies in premises and accommodation; in two of these the proprietors closed the schools voluntarily; in the other case, and in two cases concerned with deficiencies in the instruction, the proprietors failed to satisfy the requirements of the notices of complaint and the Secretary of State made Orders striking the schools off the Register.



### 3. The Curriculum and Examinations

#### a. SCHOOLS COUNCIL FOR THE CURRICULUM AND EXAMINATIONS

54. An account of the Council's first year's work was published in December under the title *Change and Response*\*. What follows is a summary of that report.

55. The Council started programmes of study and development in relation to the teaching of English, the sixth form curriculum and examinations, and preparation for the raising of the school leaving age. The programme on the teaching of English includes surveys of the study of English at every stage in education and of the attitudes of parents, pupils and teachers of English. Problems of communication through speech, reading and writing are to be the subject of research and development work. A series of factual enquiries into the changing character of the sixth form was put in hand and the Council studied one possible new pattern for sixth form courses. For its study in relation to the school leaving age, the Council initiated or planned factual and other studies and an extensive programme of development work, in which serving teachers are to be closely associated in evolving new curricula and courses.

56. The Council proposed to publish in the form of "Working Papers" its own preliminary ideas on these subjects, in order to stimulate thinking and bring to bear on development work the judgment and experience of all teachers and others concerned. By the end of 1965 three working papers had been produced; *Science for the young school leaver*†, *Raising the school leaving age*‡ and *English*§.

57. Other studies initiated by the Council included secondary school mathematics, foreign languages, the humanities and engineering sciences. The Council became joint sponsor with the Nuffield Foundation of their major curriculum development projects in science at all levels, junior mathematics and junior foreign languages teaching. It assumed responsibility for the co-ordination of secondary school examinations and for the joint committee which was set up by the Secondary School Examinations Council to consider the relationship between the Certificate of Secondary Education (C.S.E.) and the Ordinary level examinations for the General Certificate of Education (G.C.E.) and continued the series of Examinations Bulletins begun by the Secondary School Examinations Council, issuing a number of Bulletins describing experimental examinations in C.S.E. subjects and examining techniques. A new series of Curriculum Bulletins was started with the publication of *Mathematics in Primary Schools*|| based on the results of much research and development work on modern methods of teaching mathematics to young children.

58. The Schools Council's own organisation and committee structure was almost completed during the year. Below the governing council are

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\* H.M.S.O., 4s. 0d.

† Schools Council—Free.

‡ H.M.S.O., 3s. 6d.

§ H.M.S.O., 3s. 0d.

|| Curriculum Bulletin No. 1, H.M.S.O., 10s. 0d.



three steering committees responsible for the formation of policy ; these deal respectively with education up to the age of 13, education between the ages of 11 and 16 and education between the ages of 14 and 18. (The overlap is deliberate.) On the same level is a separate committee for Wales and a general purposes committee which deals with financial questions. At the next level a series of committees, linked by a co-ordinating committee, is responsible for the detailed examination of policy questions and the execution of enquiries and for the general arrangements for the C.S.E. and G.C.E. examinations. There are also ten subject sub-committees.

59. Officials of the Department serve on the Schools Council and all the committees.

#### b. THE C.S.E. EXAMINATION

60. Nine of the fourteen boards set up to administer the C.S.E. examination held examinations in 1965. Some 66,000 candidates sat the examination. All fourteen of the boards were expected to hold examinations in 1966.

61. The careful preparatory work by the boards and the former Secondary School Examinations Council gave the examinations a good start. They were based on a new principle of placing upon the teachers full responsibility for the content of the syllabus and methods of examining within a framework of consultation and guidance designed to ensure that the examination was genuinely national in its descriptions of the content and standard of attainment. The maintenance of this framework is the Schools Council's main role in the organisation of the C.S.E. examinations. In collaboration with the National Foundation for Educational Research, the Council undertook the experimental procedure of supplying the nine boards offering examinations in 1965 with information relevant to six main subjects about the probable distribution of attainment of their candidates ; this information, which was based on aptitude tests given to children in a country-wide sample of schools, could be taken into account by the boards, if they wished, in deciding on the grading of candidates. This procedure was merely a first attempt at solving a difficult problem. At the close of the year modified procedures and some new approaches to the problem were being considered.

#### c. SCHOOL HOLIDAYS AND NATIONAL EXAMINATIONS

62. In April the Department sought the advice of educational interests on the possibility of changing G.C.E. examination dates in order to encourage the spreading of holidays throughout the summer months and to ease the problem of selecting candidates for higher education courses. The memorandum setting out the Department's proposals, which was given wide publicity to stimulate discussion, suggested that the G.C.E. examinations should be held at the end of the spring term so that results would be available shortly after Easter. This would give schools much more freedom in fixing their summer holidays and would allow a longer period for institutions of higher education to make their selection of candidates for admission to courses beginning in the autumn. The comments received on these proposals were being considered at the end of the year.



#### **4. Handicapped Pupils, Special Educational Treatment and Special Schools**

63. In January 1965 there were 882 special schools, with 6,271 full-time teachers and 74,299 pupils (867, 6,041 and 72,541 in 1964).

##### *Special School Building*

64. During 1965, 33 major special school building projects, including clinics, were started, at a total value of £2.90m., and 34 projects valued at £2.36m. were completed. At the end of the year 52 projects valued at £5.1m. were under construction.

65. There were 13,195 children reported to be awaiting admission to special schools in January 1965 (13,395 in 1964); of these 9,932 were educationally sub-normal and 1,177 were maladjusted (10,173 and 1,083 in 1964).

##### *Blind Pupils*

66. The Department is studying the declining trend in the number of blind pupils foreshadowed in the 1964 Report and its consequential effects on the organisation of schools for the blind. There is some evidence that a higher proportion of blind children entering schools may have multiple handicaps.

##### *Deaf and Partially Hearing Pupils*

67. The committee to consider whether there is a place for manual methods of communication in the education of the deaf (appointed by the Secretary of State in 1964 under the chairmanship of Professor M. M. Lewis) met nine times during 1965 and began taking oral evidence in September.

68. Reference was made in last year's report to the decision of the University of London Institute of Education to establish a course for training teachers of the deaf and partially hearing. The course opened in October with an entry of 20 students. The number of students in training at the University of Manchester Department of Audiology and Education of the Deaf was maintained at the level of previous years. In the autumn the Department opened discussion with the Universities of Manchester and London on the question of a further expansion of training places to meet the increased long-term demand revealed by the review carried out by the Department in 1964.

69. Agreement was reached with the Newham and Waltham Forest local education authorities on the details of a re-organisation of the West Ham and William Morris Schools for the Deaf, which at present both cater for children of all ages. The building work required to carry through the re-organisation was included in the capital investment programme for 1966-67. When the work is complete West Ham School will be approved as a secondary school, while the William Morris School will cater for children of primary school age. To minimise the amount of daily travelling for very young children both schools will retain small separate nursery departments. Ways of improving secondary education for deaf children were also discussed with the



authorities of other special schools. In many areas the disposition of existing schools and the scattered and fortunately not numerous population of deaf children make it impossible to provide separate primary and secondary schools without involving some children in unreasonably long daily journeys and others in attendance at boarding schools which are so far from their homes that they could not return for weekends. Emphasis in these areas has been placed on the provision wherever possible of separate secondary departments in schools catering for children of all ages. These departments, some of them now housed in excellent new buildings, aim to offer children a wide range of opportunity at secondary level and to foster the maturity of outlook which senior pupils can be expected to develop.

#### *The Advisory Committee on Handicapped children*

70. The Committee considered joint proposals from the Department and the Ministries of Health and Labour to give effect to the recommendations in the reports on *The Handicapped School-Leaver\** and on *Handicapped children and their Families†* about the co-ordination of services for handicapped children and young people. They also reviewed the role and composition of the Committee and suggested a slightly increased membership to represent other interests. This recommendation was accepted and during the course of the year the membership of the Committee was enlarged.

#### *Physically Handicapped and Delicate Pupils*

71. The adequacy of provision for the special educational treatment of physically handicapped and delicate children remained under close scrutiny during the year. An analysis of the provision of places and waiting lists in the previous year showed that the total number of places and the number of children requiring places were fairly well balanced, but that there were difficulties in some areas in placing children in nearby schools, and that there were delays in placing severely handicapped children who were also educationally sub-normal.

72. In anticipation of the increasing number of children suffering from spina bifida who will be entering school, two new l.e.a. boarding special schools especially for these children and an extension to an existing voluntary school were planned, and plans for other new schools for physically handicapped pupils took account of the likely needs of very severely handicapped children, including those suffering from spina bifida.

73. The survey of children with severe limb deformities attributable to thalidomide continued. So far, almost all those of school age have been able to manage in ordinary or special schools.

74. Local education authorities and other interested bodies were consulted about provision for the further education of handicapped school leavers, and approval was given to the planning by the Coventry authority of a Special Further Education College for the Physically Handicapped which would provide places on a national basis.

#### *Educationally Sub-Normal Pupils*

75. The building programme for 1965-66 and 1966-67 and the first part 1967-68 will provide about 6,600 additional special school places for

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\* The British Council for Rehabilitation of the Disabled, 15s. 0d.  
† The Carnegie United Kingdom Trust.



educationally sub-normal children; these will bring the total number of places available to over 55,000. The number of educationally sub-normal children in special schools increased from 40,921 in 1964 to 42,517 in 1965.

### *Maladjusted Pupils*

76. The first purpose-built day schools for maladjusted children built since the war were opened during the year in Manchester and Coventry and the construction of another in Southend was well advanced by December. Hitherto, day schools for maladjusted children have usually occupied buildings adapted for the purpose. The Coventry School, Wainbody Wood, is of particular interest because although it is primarily a day school its headmaster's house is designed to allow a small number of pupils to live as members of his family. In December the Secretary of State opened Lower Lee School for maladjusted children in Liverpool. In this school the majority of places are residential but a number of day pupils are also taken. Thus, in providing within one school the possibility of placing a proportion of the pupils either as boarders or day pupils, both Liverpool and Coventry exemplify the increasing attempt by local authorities to match as exactly as possible the varying needs of emotionally disturbed children. The growing number of day special classes and units is another aspect of this trend.

77. The Department published a Bulletin\* produced by the Development Group of its Architects and Building Branch, in consultation with medical and educational advisers, on the design of residential schools for maladjusted children. A school of this kind presents, in probably a more demanding form than any other type of boarding school, the problem of designing a building which is both home and school. It was the architects' task to try to create a sympathetic environment in which children can most readily be helped to resolve their emotional and educational difficulties. In tackling this task they adopted a completely fresh approach to design. Authorities up and down the country who are providing schools of this kind discussed their projects with the Department in the light of the Development Group's work. A residential school designed by the Development Group to incorporate the ideas resulting from their study is under construction in Hertfordshire and plans have been made to devote a later Building Bulletin specifically to this school.

78. The number of child guidance clinics again increased and at the beginning of 1965 there were 336 run by local education authorities (325 in 1964). Staff shortages continue to present a serious problem. When the year began the clinics had the services of the full-time equivalent of 101 psychiatrists (102 in January 1964), and the full-time equivalent of 140 psychiatric social workers employed was unchanged. The number of educational psychologists employed in child guidance and school psychological services was 365; of these, the full-time equivalent of 151 were in child guidance clinics (147 in 1964). The full-time equivalent of 172 were working in the school psychological service. 46,303 pupils were known to have been treated in child guidance clinics during the year which ended on 31st December, 1964. Reference is made in paragraph 80 to the working party on educational psychologists set up in February 1965.

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\* *Building Bulletin No. 27, Boarding Schools for Maladjusted Children*, H.M.S.O., 4s. 0d.



## *Psychotic Children*

79. The report of the conference organised by the Department in November 1964 to discuss the educational needs of psychotic children was circulated to all chief education officers and principal school medical officers in England and Wales. An increasing number of authorities was known to be assessing the educational provision needed for psychotic children for whom they have a responsibility, and some plans were coming to fruition. It was hoped that the report would prove helpful to authorities in making and maintaining special educational arrangements, whether in hospitals, special schools, special classes or in units specifically for children with this form of mental handicap.

## *Working Party on Educational Psychologists*

80. The Secretary of State set up a working party in February under the chairmanship of Professor Arthur Summerfield with the following terms of reference :

“ To consider the field of work of educational psychologists employed by local education authorities and the qualifications and training necessary ; to estimate the number of psychologists required ; and to make recommendations.”

The working party held seven meetings in 1965 and received views from, among others, associations representing educational psychologists and teachers, local authority associations, departments responsible for training educational psychologists, all university departments of psychology in the United Kingdom and chief education officers in England and Wales.

## *Use of Independent Schools for Handicapped Pupils*

81. Under the terms of Circular 4/61 independent schools not recognised as efficient under the Department's Rules 16 were regarded after 1st January 1964 as unsuitable for providing special educational treatment unless the Secretary of State granted an exception in a case of a particular school for an individual pupil or a category of pupils. During 1965, local education authorities continued to apply to the Department for exceptions to the Circular. The applications concerned both ordinary independent schools and those catering wholly or mainly for handicapped pupils. Exceptions were granted only after the facilities provided by a particular school had been balanced against the particular child's needs and found to be adequate. Most of the applications were for maladjusted children.

82. During 1965 three schools catering wholly or mainly for handicapped pupils were recognised as efficient (eight in 1964). Exceptions to Circular 4/61 that had been granted for local education authority pupils at three other schools were withdrawn.

## *Training of Teachers in Special Educational Treatment*

83. Two new courses were arranged by the new Chair of Child Development at the University of London Institute of Education, and both started in October ; the course for teachers of the physically handicapped has 20 places and 8 enrolled students ; and a diploma course in the teaching of the deaf has 20 places, all of which are filled.

84. The number of one year courses for teachers of children requiring special educational treatment increased in 1965-66 to 34, catering for 415 students (26 and 373 (revised figures) in 1964-65).



## 5. General

### a. CENTRAL ADVISORY COUNCIL FOR EDUCATION (ENGLAND)

85. The Council continued their study of "primary education in all its aspects and the transition to secondary education" and held seven full meetings in the course of the year. Much of their time was spent in receiving oral evidence from the major teacher and other educational associations. During the year six working parties held a total of thirty-four meetings at which they considered different parts of the Council's terms of reference and received papers and evidence. In the spring, members of the Council visited France, Sweden, Denmark, Poland, Russia and the United States. They also visited seven colleges and one department of education as well as schools in England and Scotland. Results from some of the projects of research commissioned on behalf of the Council were being considered at the end of the year. The Council hoped to complete their report by July 1966.

### b. NURSERY EDUCATION

86. No general expansion of nursery provision was possible during the year owing to the continuing shortage of teachers but revised arrangements announced in December allowed some relaxation of the conditions under which authorities were permitted to start new nursery classes where this enabled married women teachers with young children to come back into service. The new arrangements are described in paragraph 29.

87. During the year the Department was urged to give some assistance to independent groups catering for children below school age. As the law stands it is not possible for the Department or local education authorities to give financial assistance to these groups but the possibility of a grant to the National Association of Pre-School Playgroups in aid of their headquarters expenses and to help them to employ qualified advisors was under consideration at the end of the year.

### c. COUNCIL FOR COLONY HOLIDAYS

88. During the year the Department agreed to make a grant of up to £3,000 a year for three years to the Council for Colony Holidays. This is a new venture intended to enable schoolchildren, with the help of local education authorities, to enjoy active holidays of a broadly educational nature under trained leaders, using premises such as boarding schools which are empty during holiday periods. The grant was designed to assist the Council to set up a central planning organisation and to recruit and train leaders and other staff.

### d. LICENCES FOR CHILDREN IN ENTERTAINMENT

89. 11 licences were issued in 1965 under section 22 of the Children and Young Persons Act 1933. Four of them varied or extended licences already issued, and the remainder were issued after appeals against decisions of local education authorities not to issue a licence.



#### e. SCHOOL DENTAL SERVICE

90. The number of dental officers (expressed as equivalent whole-time officers) employed by local authorities continued to increase. On 31st December, 1964, there were 1,243 (1,215 in 1963).

91. The Joint Dental Staff started the second round of annual visits and the official letters that followed were generally well received. These letters are not technical reports but an indication from the Secretary of State and the Minister of Health to the appropriate Committee of those policy matters on which action can be taken under local conditions to improve the dental services. A new system of dental statistics by age groups was introduced during the year with the object of establishing comparable record systems within the general and school dental services.

#### f. THE SCHOOL MEALS SERVICE

92. The annual return in the autumn showed that some 4,361,040 day pupils were taking school dinners at maintained schools, or 65·36 per cent of the number present (62·2 per cent in 1964 and 59·2 per cent in 1963). There were 14,869 self-contained kitchens (14,234 in 1964) and 13,022 dining rooms and centres received container meals (13,602 in 1964). 244 schools or departments were without school meals facilities (271 in 1964).

93. Information supplied by authorities for a day in the autumn showed that 307,942 children were taking free meals (280,591 in 1964) 7·06 per cent of those taking meals and 4·62 per cent of the total number of children present (6·9 per cent and 4·3 per cent respectively in 1964).

94. A Departmental working party was set up by the Secretary of State in February, 1965, to review the nutritional standards of the school dinner and to consider whether the present type of meal is appropriate to current tastes. Its report was published in January, 1966.\*

#### g. MILK IN SCHOOLS SCHEME

95. The autumn return gave a total of 5,868,372 pupils taking milk at school (5,903,876 in 1964) representing 81·04 per cent of those present at maintained schools and 79·77 per cent of those at non-maintained schools (82·40 per cent and 80·13 per cent respectively in 1964). There was an increase in the use of pasteurised milk from 99 per cent to 99·67 per cent.

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\* *The Nutritional Standard of the School Dinner*, H.M.S.O., 2s. 0d.



## SECTION II

# FURTHER EDUCATION (ENGLAND AND WALES)

### Introduction

1. This section contains an account of developments that have taken place during 1965 in the education of those over school age, other than in the universities, and—like that on schools—is confined to England and Wales. The universities and colleges of advanced technology, with which the Department is concerned in Great Britain as a whole, are dealt with in the next section. This account is in three main parts, dealing first with developments affecting the technical colleges and other establishments of further education, secondly, with the colleges of education, and finally with adult education, the youth service and sport.

### 1. Technical Education

#### a. GENERAL

2. A steady expansion of the further education service has continued at all levels. Provisional figures were 170,000 full-time, 17,000 sandwich, 681,000 part-time, 795,000 evening only, a total of 1,663,000 students.

3. The size of the full-time teaching force in further education establishments continued to expand to keep pace with the growth of work. The total number of full-time teachers serving in technical colleges, colleges of art and farm institutes in March, 1965, was 33,960 (provisional) compared with 29,606 a year previously.

4. Details of the £27m. major building programme for 1966–67 for colleges of further education were announced in March, and brought the total value of work authorised since the 1956 White Paper\* to approximately £180m. The progress of building work since 1956 is given in Table 13; the value of projects started in the year was affected by the Government's arrangements for deferring capital expenditure. (See Section V, paragraph 43.) Shortly after the end of the year, the Secretary of State announced a further education major building programme of £27m. for starts during the financial year 1967–68. Local authorities were invited to submit their proposals by 14th February 1966.

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\* *Technical Education*, Cmd. 9703, H.M.S.O., 2s. 6d.



TABLE 13. *Progress of building work since 1956*

Value of projects started £m.			Value of projects completed £m.			Value of projects under construction at 31st December, 1965 £m.
1.4.56 to 31.12.64	1.1.65 to 31.12.65	1.4.56 to 31.12.65	1.4.56 to 31.12.64	1.1.65 to 31.12.65	1.4.56 to 31.12.65	
114.2m.	10.4m.	124.6m.	80.1m.	11.2m.	91.3m.	33.3m.

*Further Education Staff College*

5. During the year 24 courses were held at the Further Education Staff College, with great majority of one week's duration. They were concerned mainly with the administration and organisation of colleges and with strengthening the links with industry and the schools; they were well attended by teachers, administrators, college registrars, industrial personnel and youth employment officers. Mr. H. E. Dance, the Director, retired on 31st August and was appointed the first Fellow of the College. He was succeeded as Director by Mr. A. H. Yates, formerly Principal of Bath Technical College.

6. Negotiations between the college governors and the local authority associations resulted in the introduction from 1st April, for a period of three years in the first place, of new arrangements for financing the college. Fees were fixed at the uniform rate of £10 a week and the Department's grant at £10,000 a year, the college's major source of income being derived from the local education authorities collectively.

## b. EDUCATION FOR INDUSTRY AND COMMERCE

*The National Advisory Council*

7. The National Advisory Council on Education for Industry and Commerce met twice during the year to discuss matters of general interest and progress reports from its advisory committees and sub-committees. At its March meeting it was addressed by the Minister of State, Mr. Reg Prentice. In July it discussed means of securing a fuller utilisation of language and export courses in the technical colleges.

8. During the year the work of the three sub-committees of the Committee on Technical College Resources continued, dealing respectively with the use of buildings, the size of classes and administrative methods and procedures within colleges. The Committee sponsored research projects, which are being supported by the Department's research fund, at Birmingham and Manchester Universities. The purpose of the Birmingham project, which is being undertaken in conjunction with the Institute of Municipal Treasurers and Accountants, is to study the application of costings and other financial procedures in the technical colleges and to consider how the use of such techniques could be extended and improved and, indeed, whether a system or systems of costing could be established which would be of general value to authorities and governing bodies. The Manchester project is concerned



with exploring the nature and volume of the administration in selected colleges, how it is organised and the relationships between the members of the staff (including teaching staff) who carry out administrative duties.

9. Good progress was made with the review of the provision for full-time further education for agriculture (with special reference to courses above the level of the one-year certificate course) which is being considered by the Council's Advisory Committee on Agricultural Education.

### *The Industrial Training Act, 1964*

10. During the year, Industrial Training Boards were set up for the electricity supply ; gas ; water supply ; ceramics, glass and mineral products ; and timber and furniture industries. Educational members were appointed to all these boards after consultation with the local authority and teacher associations. The proportion of employer, employee and educational members varied as follows:—

				<i>Employers</i>	<i>Employees</i>	<i>Education Members</i>
Electricity Supply	...	...		6	6	4
Gas	...	...	...	7	7	4
Water Supply	...	...		5	5	3
Ceramics, Glass & Mineral Products	...	...	...	8	8	5
Timber and Furniture	...			7	7	4

The first five boards previously set up (for engineering, construction, iron and steel, wool and shipbuilding) had their first levy and grant schemes approved by the Minister of Labour, placing suitable emphasis on the importance of attendance at courses of further education as part of the overall training process, and making appropriate provision for training grants to encourage such attendance.

11. The Department asked all the boards, when publishing details of their grant schemes, to draw the attention of firms to the importance of giving the colleges of further education the earliest possible notice of the likely increase in student numbers that would result.

12. On 26th July the Minister of Labour, after consulting the Secretary of State, stated in the House of Commons that he would not normally be prepared to approve boards' grant schemes unless they made it a condition for the payment of grant that young people undergoing a substantial period of training were given day release (or the equivalent) during working hours to attend a course of further education.

13. The Department issued Administrative Memorandum 5/65 in April, describing the progress already made in implementing the Act, and indicating probable developments during the year. A series of circular letters from the Department to local education authorities and colleges gave details of the levy and grant proposals of the various boards as they were published. The Department also offered guidance to colleges on how to meet the requirements of certain boards for certification of attendance at courses of further education.



14. The first five boards established a number of committees to consider and make recommendations on the length, content and standard of the practical training needed for a variety of occupations. These committees, which included educational members, were also charged to make recommendations about the further education to be associated with the practical training. An example was the Committee set up by the Engineering Board to make recommendations about the training of first-year entrants. As soon as the committee (which included education members and was attended by representatives of examining bodies) had drawn up recommendations for industrial training, an *ad hoc* Committee was established under Departmental chairmanship to draft a syllabus for an associated further education course. This was forwarded to the board for publication with the training syllabus, and to the examining bodies as a basis on which they could draw up their own schemes.

15. The Department sought information about the provision in technical colleges of full-time integrated courses of education and initial apprenticeship training for the engineering, construction and other industries. The returns showed a considerable increase in the number of students on such courses—from about 3,000 to almost 7,000—since the return made two years previously. In regard to such courses, the Department proposed that, once the levy and grant schemes came into operation, industry should be charged a fee broadly covering the economic cost of providing the industrial training element. After preliminary consultation with the local education authority and teacher associations, the Department and associations of local authorities formed a special committee to negotiate with the training boards on the question of introducing the new charges.

#### *The Central Training Council*

16. Three committees were established by the Central Training Council to consider research into industrial training; the training of training officers (see paragraph 18); and management training. In each case training was deemed to include associated further education.

17. In its first memorandum published in April, the Council commented on the need for close association between industrial training and further education and looked forward to increasing co-ordination. The Council's second memorandum was on the subject of industrial training and training in safety. It drew attention to the significant contribution which technical colleges and other establishments for further education have to make to safety training for the young person preparing for industrial life. Both memoranda were drawn to the attention of local education authorities and colleges.

#### *The Training of Training Officers*

18. The Department, together with the Ministry of Labour and the Scottish Education Department, continued to encourage the provision of intensive introductory courses for training officers at technical colleges. Sixteen such courses were run during the year, mostly at colleges with well-established departments of management studies. With one or two exceptions, the courses were of four weeks full-time study, generally arranged in two fortnightly periods separated by an interval of several weeks during which the students returned to their firms for project work. Recruitment of students



tended to be difficult initially, and it continued to be below expectations throughout the year. This position was expected to improve as individual firms came to realise more fully the importance of having qualified training officers, and the extent of the financial assistance available from training boards and, for firms not under boards, the Ministry of Labour, towards the cost of their training.

19. On 17th and 18th June, the three Departments sponsored a conference at Bristol College of Science and Technology, attended by delegates from colleges which had run, or were planning to run, courses for training officers, and by representatives of the training boards and individual firms in industry. The purpose of the conference was to discuss problems arising on the organisation and content of the courses, and to pool experience.

20. Discussions at the conference pointed to the need for a central committee to give advice and guidance on all aspects of the training of training officers. The Central Training Council subsequently set up a Committee on Training Officers under the chairmanship of Mr. R. G. Bellamy. Apart from members of the Central Training Council itself, the Committee includes representatives of the training boards and other industrial organisations, the education service, and the British Association for Commercial and Industrial Education. Its terms of reference are as follows:—

“To consider and make recommendations to the Council on matters of general policy in connection with the training of training officers, and in particular

- (a) to consider the recruitment of training officers and the measures to be taken to increase the supply;
- (b) to advise on the provision of facilities to meet the demand, including the content and length of courses of training.”

### *Non-Vocational Day Release Courses*

21. Previous reports referred to the arrangements under which a number of local education authorities had developed, in co-operation with employers, day release courses for young people whose occupations offer little scope for specifically vocational education. Provision was made for a systematic assessment of the courses, with reference to previously agreed criteria, by the colleges in question. The assessments and the lessons they suggest were discussed at successive annual conferences at the Department, attended by representatives of the local education authorities and colleges. During the last year additional colleges joined the project.

22. A report summarising the experience and achievements of the colleges taking part in the project and indicating some of the factors conducive to success in this field is in course of preparation and will be published early in 1966.

### *Industrial Liaison*

23. The Industrial Liaison Centre Scheme sponsored by the Department and the Ministry of Technology described in the Department's report for 1964\* has continued to expand. When the scheme was launched, authority was given for the appointment of ten industrial liaison officers for each of

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\* Section II, paragraphs 22–23.



the financial years, 1964-65, 1965-66 and 1966-67. Progress during the first phase was, however, so satisfactory that approval was given in November, 1964 for an expansion to provide for 20 new appointments in 1965-66 and 30 in 1966-67. As a result of this programme there should be some seventy centres by April, 1967, throughout the country, including the original centres which were integrated into the scheme and the five in Scotland. It is hoped that this development will play an important part in strengthening the links between the colleges and industry and in making a significant contribution to industrial efficiency.

### C. REORGANISATION OF COURSES

#### *General Courses*

24. The first final examinations for the general courses in science, construction, shipbuilding and mining were held in the summer of 1965 to correspond with the introduction in September of the courses for the new ordinary national certificate in sciences and the revised ordinary national certificates in construction, shipbuilding and mining.

25. The entry requirements for ordinary national certificates and diplomas in engineering were slightly eased for general course students to allow the admission of students successful in three out of four subjects.

26. It was decided to introduce general courses in printing in September, 1966.

#### *Courses for Operatives*

27. The City and Guilds of London Institute added to its range of courses a scheme for electrical distribution operatives. This one year course which began in September, 1965, is designed to give a background knowledge of electricity supply to newly recruited operatives employed in area electricity distribution boards, and who will in due course work in a variety of occupations. The scheme is intended to complement the practical training which the operatives will receive from the boards. Work on the new schemes for printing machine assistants and other non-craft operatives in the printing industry was nearing completion as also was the preparation of the scheme for operatives in the clothing industry. The scheme for the boiler operator's certificate was revised to include a section for stokers in nuclear plants. The scheme in refrigeration practice was also revised.

#### *Craft Courses*

28. During the year the City and Guilds introduced six new schemes at this level. The scheme for wall and floor tiling dealt with a new area of activity and, although similar to existing schemes in other building crafts, departed from previous arrangements for practical testing by requiring the completion of a series of exercises during the course. The new scheme for apprentices in the glazing trade also required practical work carried out during a course to be taken into account in addition to the externally assessed practical tests at the end. New schemes were also introduced for craft certificates in wool textiles raw materials, and woollen and worsted weaving and tuning: the first examinations for the two craft certificates will be offered in 1967.



29. The revision of schemes continued over a wide field, including motor vehicle repair, aeronautical engineering, and photography. As the first instalment of the revision of the courses for the printing industry, three schemes were introduced in September, 1965, for the letterpress and photogravure machine printing, lithographic plate making and printing, and graphic reproduction, to replace the existing intermediate and the final examinations in photo-engraving, photogravure and photo-lithography.

### *Technician Courses*

30. Part II of a four-year scheme for the construction technicians certificate was published following the first part announced in 1964. A new one-year part-time scheme in technical writing, introduced in September, 1965, was designed for students who had already obtained technical qualifications. Possession of a certificate in technical writing will be a condition of entry to the revised examination in technical authorship which it is proposed to offer in 1968. A scheme was also prepared in technical and scientific editing, designed for students of graduate or higher national certificate calibre. The first examination will be offered in 1967. New schemes were also introduced for the chemical technician certificate and for welding craft practice part II. Press tool design and utilisation is now offered as one of the subjects for part III of the mechanical engineering technician certificate. A substantial number of schemes was revised, particularly in textile subjects.

### *Foremanship and Supervision*

31. During the year the National Examinations Board in Supervisory Studies continued its work on the preparation of schemes for courses leading to a certificate in supervisory studies. The board issued a statement of policy in the spring and this was circulated to local education authorities and colleges by the Department. A pamphlet setting out details of the new certificate was prepared and colleges and industrial organisations were invited by the board to submit schemes for approval. The board proposed to give further consideration to the details of advanced schemes for higher grade supervisors and to the recognition of specialist studies and subjects for endorsement on the certificate in supervisory studies.

### *National Certificates and Diplomas*

32. Following the completion in 1964 of the revision of ordinary national certificate and diploma schemes in accordance with the White Paper of 1961, a number of higher national certificate and diploma schemes came under review to enable them to conform to the new pattern.

33. Revised rules for higher national certificates and diplomas in electrical engineering were issued in their final form and the first courses leading to the new awards were started in the colleges in September, 1965. Further progress was made towards the introduction of a common higher national certificate and diploma to replace the existing separate higher national certificates and diplomas in mechanical, production and aeronautical engineering, and the first courses are expected to be organised in the colleges in 1967.

34. The scheme for higher national certificates and diplomas in chemistry and applied chemistry was revised following the introduction of ordinary national certificates and diplomas in sciences and new rules were issued. Courses under the new rules may begin in September, 1966, but are expected



to become fully operative in September, 1967. Reviews were begun for the schemes for higher national certificates and diplomas in applied physics and metallurgy.

35. Because of the demand, the scheme for higher national certificates in applied biology was extended to include higher national diplomas. The first courses leading to the new award started in September, 1965. The first courses leading to the new higher national certificate in civil engineering, which has been designed primarily as a higher technician qualification, also started in September, 1965.

36. A new ordinary national diploma in nautical science was introduced and provisional rules governing the scheme were published. Courses consist of three phases—Phase I taken at a nautical school or technical college, Phase II on board ship and Phase III at a technical college. The first Phase I examinations were held in the summer of 1965.

37. The introduction of ordinary national certificates in printing to replace the existing endorsed ordinary certificates in printing was announced and a joint committee appointed.

38. Since the first examinations for national certificates in business studies in 1962, the total number of final candidates in the scheme, which now includes ordinary and higher national diplomas, rose from just over 1,600 to over 6,300 in 1965. The proportion of successful candidates also showed a marked increase, particularly at ordinary national certificate level. The basic entry requirements to ordinary national certificate and diploma courses were revised to include not only four G.C.E. passes at “O” level but also success in the new certificate in office studies with credit in three compulsory subjects.

39. All joint committees administering national certificate and diploma schemes agreed to accept (some for an experimental period) the C.S.E. Grade I passes as equivalent to G.C.E. “O” level passes for the purposes of their entry requirements.

### *Agriculture*

40. During the 1964–65 session agricultural establishments made a further detailed return to the Department on full-time students. This showed that, as in a similar return two years earlier, about one-half of those attending one-year courses in county institutes had passed either the stage I examinations taken at the end of part-time courses or obtained three or more G.C.E. passes at “O” level. This average concealed big variations between institutes; and some institutes showed substantial differences as compared with 1962–63. Over 90 per cent of students attending two-year diploma courses had five or more “O” level passes and about one-quarter one or more “A” levels. Approximately 10 per cent of the diploma students had obtained national certificates in agriculture, horticulture or poultry practice as a result of attendance at one-year courses.

### *Management and Business Studies*

41. A new memorandum on the diploma in management studies was published in June to take the place of the rules and notes of guidance on which the diploma scheme had hitherto been based. As well as outlining the aims of the diploma scheme and offering guidance on the procedures introduced in connection with it, the memorandum set out details of the



revised requirements as to the form and duration of courses and the standard of entry to each stage, and described the procedures for approval of courses. The object of the new arrangements was to maintain the broad objectives and standards of the diploma while increasing the power of the colleges to shape courses in the light of local industrial needs and the teaching and other resources available.

42. Enrolments in the courses for the 1965-66 session stood at 3,660 in October compared with 3,193 in 1964. The number of new first year students, 2,138, was a record. (1,662 in 1964.)

43. The United Kingdom Advisory Council on Education for Management completed its second report on management studies in technical colleges, and submitted it to the Secretary of State in the autumn. The report made a number of recommendations for the development of the existing work in this field and for the introduction of new courses, and suggested that, as the Council had completed the task for which it was set up, it should now be wound up. Arrangements were in hand at the end of the year for the report to be published with a departmental circular.

44. Work on the project financed by the Department for the development of British case studies continued during the year at the College of Aeronautics, Cranfield. By the end of the year over 70 cases were completed or nearing completion and work was proceeding on others. It was envisaged that 120 case studies would be completed in all.

45. During the year further 10 week full-time development courses for management teachers were organised by the Department of Management Studies at the Polytechnic, Regent Street, London, W.1. The Polytechnic also arranged in the summer a series of advanced seminars for managers conducted by staff from leading American business schools. The seminars which were provided with help from the Foundation for Management Education included a series for teachers of management subjects and these took the place for 1965 of the Department's normal summer course for management teachers. A four-day conference for teachers of management studies was, however, organised by the Department at Loughborough College of Technology in April.

46. Progress continued during the year in the field of business studies. The two-year part-time courses leading to the Certificate in Office Studies attracted 5,686 students in the academic year 1964-65 compared with 3,360 the previous year. The first examinations for the award were held in the summer. There were 12,734 and 5,188 students taking ordinary national certificate and diploma courses (compared with 12,195 and 4,084 the previous year) and higher national certificate courses attracted 2,956 students and higher national diploma courses 1,848 (2,773 and 1,068 the year before).

47. The changes which came into effect in September and which were outlined in the 1964 report, whereby closer ties were established between the national system of business studies courses and the examinations and awards of the Institute of Marketing, received wide publicity during the year. From September, following discussions with the appropriate professional bodies, advertising was accepted as an additional optional subject for the higher national certificate in business studies. Under new arrangements introduced by the Advertising Association and the Institute of Practitioners in



Advertising all students will in future have to obtain the higher national certificate with appropriate subjects including advertising, before taking the final membership examinations of these bodies.

48. The 1964 report referred to the proposal that an honours degree in business studies should be introduced as an award for the Council for National Academic Awards. During the year a number of colleges submitted draft schemes for sandwich courses leading to this award and five approved courses are starting in 1965–66.

#### *Language and Export Courses*

49. In March the Department issued as a revised appendix to Circular 2/64 an up-to-date list of colleges at which facilities were currently available in the less common languages.

#### *Retail Trades*

50. Towards the end of the year the Retail Trades Education Council completed its inquiry financed by the Department into education for the retail trade. The report of the inquiry was expected to be ready early in 1966.

#### *Vacation Courses for Foreigners*

51. Several local education authorities have for some years offered vacation courses to enable foreigners to combine a holiday with improving their knowledge of the English language and culture. The need for more such courses was brought to the notice of a number of local education authorities towards the end of 1964. Two local education authorities offered new courses for the first time last summer and several other authorities expressed their readiness to consider doing so another year. Experience showed that a successful course of about three or four weeks duration could be conducted on a self-supporting basis. By the end of the year negotiations were in progress designed to increase the number of these courses in 1966.

#### *Sea and Civil Aviation*

52. During the year the ordinary national diploma in nautical science (referred to in paragraph 36) was introduced and the Merchant Navy Training Board announced a number of new recommendations on the training of navigating cadets. The board also recommended that all such cadets entering the industry in the future should have reached a minimum academic entry standard of three G.C.E. "O" level passes—or the equivalent—in suitable subjects. Representatives of the Department served on the board and on the various sections of it which continued their work during the year in connection with the education and training of particular categories of Merchant Navy personnel.

53. The Department continued to work in close co-operation with the Ministry of Aviation over the training of pilots for civil aviation. One of the recommendations of the Hamilton Committee's Report\* was that the two-year course for the training of airline pilots offered by the College of Air Training at Hamble should be supplemented by shorter courses at commercial flying schools. Approval has now been given to 14-month full-time courses at three such schools.

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\* *Report of the Committee on Pilot Training, C.A.P. 194, H.M.S.O., 7s. 0d.*



## *Town and Country Planning*

54. In view of the shortage of people qualified to practice town and country planning a working party was set up including representatives of the planning profession and the Departments concerned to consider what could be done in the light of the need to increase the output of planning officers by establishments of higher education other than universities. The contribution which might be made by the universities was considered by a sub-committee of the University Grants Committee.

### d. ART EDUCATION

#### *National Advisory Council on Art Education*

55. The National Advisory Council on Art Education (under the chairmanship of Sir William Coldstream) considered to what extent the views expressed about pre-diploma courses in its first report needed to be modified in the light of experience gained during the first two years of operation of the new system, and submitted a short report. This made a number of suggestions about the admission of students to such studies and also recommended that as the courses have become more general, providing preliminary training in art, they should in future be known as "foundation" courses.

#### *Diploma Courses*

56. In 1964, 39 colleges and schools of art applied jointly to the Department and the National Council for Diplomas in Art and Design for approval of courses leading to the Diploma in Art and Design (Dip. A.D.) but of these 18 were applying to add either extra courses or extra chief studies to courses previously approved. These were considered during 1964 and the first half of 1965. Approval was given for 12 additional courses to begin in September, 1965. These brought the total courses available for 1965 to 92 at 40 schools and colleges providing about 2,250 places for students wishing to study for the Dip. A.D.

57. Although there was considerable competition for places the principals of Dip. A.D. centres reported that the places available were generally sufficient for the number of acceptable students.

58. In September, 1965, 12 schools and colleges applied for approval to offer courses to start in September, 1966. Consideration of these applications will not be completed until the early part of 1966. The number of applications in 1965 was affected by the Department's decision that the consideration of applications for the approval of new courses to start in or after September, 1966, should generally be limited to those at colleges which had already received approval for courses in another area of study.

#### *Post-Diploma Studies*

59. The National Advisory Council of Art Education in its third report recommended the provision of post-diploma studies leading to a higher diploma in art and design at colleges selected from among those which had been authorised to offer courses leading to the Dip. A.D. Acceptance of the need to provide for post-diploma studies was announced by the Department in August and the National Council for Diplomas in Art and Design was asked to consider which centres should offer facilities for these studies, and to administer the higher award.



60. As a first step the Council designated three colleges to develop post-diploma studies in interior design and/or industrial design (engineering) to commence in September, 1966.

### *Art Examinations*

61. This was the last year in which a full examination for the national diploma in design was held. There were 2,502 candidates (2,828 in 1964). The decreased entry was offset by an improvement in the pass rate. The percentage success was 85.5 (68.6 in 1964).

## **e. HIGHER EDUCATION**

### *Advanced Work in Technical Colleges*

62. Between 1963 and 1964 the number of students taking advanced courses in technical colleges\* (full-time, sandwich and part-time) rose from 116,848 to 126,685.

63. Part one of this report describes and discusses the Secretary of State's policy announced in April about the Government's intention to develop higher education within the further education system complementary to the provision in the universities. The Secretary of State subsequently initiated informal discussions on the future organisation of higher education within the further education system and, shortly before the end of the year, the Department circulated a memorandum on this subject to the representative national bodies for their comment.

### *National Colleges*

64. The discussions referred to in the 1964 Report about the future of the national colleges continued during the year. The working party set up to consider the future of the National College of Rubber Technology submitted its Report and agreement in principle was reached following this that a post-graduate Centre of Polymer Technology should be established as soon as possible at the university designate of Loughborough and that arrangements would be made for work, up to and including degree level, to continue in London to meet the needs of the industries concerned. Agreement in principle was also reached for the assimilation of the National College of Food Technology by the University of Reading, and detailed proposals were worked out.

### *The Council for National Academic Awards*

65. In its first full year of operation the Council has made good progress in formulating its policies, developing its structure and dealing with proposals for courses. His Royal Highness the Duke of Edinburgh, accepted an invitation to become the first President of the Council. The Council published two further policy statements during the year, one in April and the other in November†. The April statement gave details of the constitution and membership of the Committee for Science and Technology, the Committee for Arts and Social Studies and 12 subject boards, and announced that the titles of the Council's first degrees would be B.A. and B.Sc. (at honours or ordinary level). Holders of the Diploma in Technology would be eligible for the

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\* Excludes colleges of advanced technology and art establishments.

† Both are obtainable from 24, Park Crescent, London, W.1.



retrospective award of the Council's B.Sc. degree, and students enrolled on courses which formerly led to the Diploma in Technology would be regarded as candidates for the B.Sc. degree. The statement also announced the Council's decision to establish the higher degrees of M.A., M.Sc. and Ph.D., holders of the award of Membership of The College of Technology (M.C.T.) being eligible for the retrospective award of the Ph.D. degree.

66. The November statement dealt with the approval of courses in science, technology, arts and social studies, leading to the award of honours and ordinary degrees of B.Sc. and B.A. The statement provided guidance to colleges intending to submit courses for the Council's approval and covers such matters as approval procedures and the Council's criteria in considering applications.

67. From the time of the Council's inception until the end of 1965 the Council had received 156 applications from colleges for courses (131 in science and technology and 25 in business studies etc.) and had considered 90 of these applications. It had approved 32 courses and about 35 applications were under consideration at the end of the year. In all 21 subject boards had been established.



## 2. Teacher Training

### a. COLLEGES AND STUDENTS

#### *Expansion Policy and Progress*

68. Work continued during the year on the planning and execution of the building projects which, together with measures involving a more intensive use of colleges' teaching facilities, had been designed to achieve a total student population of 80,000 by 1970-71. A considerable number of projects due to start in the second half of the year had to be delayed because of the deferment of building starts announced by the Chancellor of the Exchequer in July (see Section V, paragraph 43). Projects at colleges situated in development districts were, however, not affected by the restrictions, and approved projects costing less than £20,000 were also able to proceed without deferment.

69. The Robbins Committee, in its report\* published in October 1963, had suggested no change in the projected rate of the colleges' expansion to 80,000 students, but recommended that further expansion should follow on immediately from that already in hand. In February the Secretary of State reaffirmed the Government's acceptance of the Robbins Committee's objective of 390,000 places in higher education by 1973-74, and announced their decision that within this total figure there should be 122,000 places for training teachers (including 111,000 places in England and Wales). The mode and distribution of this further large increase were to be announced later.

#### *Recruitment*

70. Early in the year it became apparent that applications for admission to training were much more numerous than in previous years, reflecting the immediately post-war bulge in the birth-rate. Although the colleges of education were already planning to take in more students than in 1964-65, there seemed to be a clear prospect that an appreciable number of acceptable candidates might fail to secure admission. At the beginning of March, therefore, the Secretary of State asked all colleges to do what they could in one or other of a variety of ways to increase the intakes they had already planned for 1965-66. The extent of the colleges' response can be judged from the figures for admissions to courses of initial training, which showed a very large increase over those for the previous year.

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\* *Higher Education*: Report, Cmnd. 2154, H.M.S.O., 15s. 0d.

TABLE 14.—*Admissions to courses of initial teacher training*

	1964	1965 (provisional)
General Colleges:		
Men ... ..	7,103 (1)	8,286 (1)
Women ... ..	15,530 (1)	19,083 (1)
Housecraft Colleges ... ..	22,633 (1)	27,369 (1)
Physical education colleges ... ..	1,130 (1) (2)	1,265 (1) (2)
	581	661
	24,344 (1)	29,295 (1)
Colleges of education (Technical) ... ..	968 (1)	885 (1)
Art training centres ... ..	678 (1)	695
Graduates taking one-year courses of professional training at		
University departments of education ... ..	3,671	3,598
Colleges of education ... ..	590	579
	4,261	4,177

(1) Includes some students accepted for courses beginning in January of the following year.

(2) Includes students taking housecraft courses at colleges which also provide general courses.

71. The increase of nearly 5,000 in the number of admissions to the general, housecraft and physical education colleges was made possible in part through new buildings coming into use, in part through the renting or acquisition of houses or other available premises to supplement existing facilities, but above all by the colleges' own efforts to make the fullest use of all the accommodation at their disposal in order that as many as possible of the suitable candidates who had applied might gain admission. In the result, the analysis of applications prepared at the end of the year by the Central Register and Clearing House showed that only 223 candidates classified as "acceptable" were unable to find places, together with 812 classified as "near-acceptable".

72. The students starting general courses in September 1965 and January 1966 (other than four-year degree courses and one-year courses for students with specialist qualifications) included about 2,350 men and 3,250 women taking courses designed for work in secondary schools; about 4,000 men and 4,300 women taking junior/secondary courses; and about 1,500 men and 13,200 women training for work in primary schools.

73. The large increase in the number of new admissions followed similar, though somewhat smaller, increases in the previous two years. As a result, there was a remarkable increase in the total student population of the general, housecraft and physical education colleges; at the end of the year they had nearly 73,000 students, compared with about 61,500 at the end of 1964 and about 54,000 in 1963.

### *Size of Colleges*

74. The rapid growth of student numbers over the preceding few years was accompanied by a dramatic change in the size of individual colleges. In 1964 there were 44 colleges with more than 500 students, compared with



only three in 1958 ; as many as 70—nearly half the total—were of this size in 1965, including 14 with over 750 students each. At the other end of the scale there were only 20 colleges with fewer than 250 students for the 1965–66 academic year, compared with 34 in 1964–65 and about 100 seven years before.

### *Day Students and Older Students*

75. At the end of the year there were over 14,000 day students in the general, housecraft and physical education colleges, compared with about 11,300 at the end of 1964. About 3,400 of the total were in the day colleges.

76. Early in the year the Secretary of State announced his aim to secure the establishment of four or five more day colleges, in addition to the twelve existing ones. By the end of the year firm plans had been prepared for three new day colleges to open in 1966—at Liverpool, Luton and Sittingbourne—and the possibility of setting up a fourth, in the London area, was under discussion.

77. The Secretary of State also invited existing colleges—both day colleges and the mainly residential colleges—to consider setting up “outposts” in suitable existing premises, which might be at some distance from the main college, for the particular purpose of training older students who did not live within daily reach of a college of education and were unable to go away from home, because of domestic commitments, to take a course of teacher training. Four or five such outposts were in operation by the end of the year, and a number of others, some of substantial size, were being planned for 1966.

78. There was a further increase in the number of older students entering training. In the academic year 1964–65 the number of entrants aged 25 and over was nearly 3,500 (over 14 per cent of all entrants), compared with some 2,700 (13 per cent of the total) in 1963–64. The total number of students aged 25 and over in the general, housecraft and physical education colleges rose from 5,700 in 1963–64 to 7,300 in 1964–65.

### *Balance between Men and Women*

79. In 1964 mixed colleges where men students were in a minority had been invited to consider increasing their intake of men towards a proportion not exceeding half their total entry ; and larger colleges catering for women only had been asked to consider submitting proposals to become mixed, with a view to increasing the proportion of men entering training to about 5–36 per cent by 1970.\* The proposals submitted by colleges were considered by the Department early in 1965. They showed that the objective should be reasonably closely achieved provided that enough suitable male candidates were forthcoming. Nearly all of the large women's colleges were prepared to become mixed. Of the mixed colleges with a preponderance of women, one-third proposed to take 50 per cent men and over one-third around 40 per cent ; the rest wished to make no significant change. The Department agreed to all these proposals, but declined offers from one or two of the smaller women's colleges to admit men.

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\* See *Education in 1964*, Section II, paragraph 70.



### *Further Measures to Increase Output*

80. In July the Secretary of State asked the colleges of education to examine what could be done further to increase the intake of students by some 20 per cent, by means of organisational changes in the training course. He pointed out that the various measures already in train and the Government's decision, announced in February, to increase the number of teacher training places in England and Wales to 111,000 by 1973-74, could not by themselves do all that was required to improve the supply of teachers over the next ten years. For this reason it was essential to make the fullest possible use of existing teacher training facilities. The colleges were therefore asked to consider various methods that had been suggested of increasing intake and output by means of organisational changes. These could, for example, provide for increased intakes by securing that some part of the college community was always out of college on teaching practice in different parts of the year, or for an acceleration of output by some shortening of the length of students' vacations. Colleges and institutes of education were asked to examine the various possibilities with a view to adopting one or other kind of scheme which had been put forward, or some equivalent scheme of their own devising, for increasing productivity. The aim was to achieve an increase of 20 per cent in the national intake to initial training courses by 1968-69, over and above that which would otherwise be reached, within accommodation already existing or authorised for existing colleges. Colleges and institutes were asked to make every effort to ensure that a substantial start was made with the necessary measures in 1966-67 and to let the Department know by the beginning of December what plans they had in mind.

### *Publications*

81. The Department issued during the year a new booklet *Train to Teach*\* addressed mainly to sixth form pupils and illustrated with drawings of student life and conditions at Trent Park and Avery Hill colleges of education. A second booklet *Turn to Teaching*,\* addressed to the older entrant to the profession, was in the hands of the printers at the end of the year, and appeared early in 1966. These publications were generally commended by those who distributed and used them as being an advance on the Department's previous recruitment material in presentation, style and format.

## **b. COURSES OF INITIAL TRAINING**

### *Education Departments in Technical Colleges*

82. The Secretary of State announced in the spring his aim to see established some departments of education in suitably located technical colleges predominantly concerned with advanced work. Such departments would be concerned not only with the professional teacher training of students who had already obtained a degree of the Council for National Academic Awards, but also with students seeking a three-year teacher's certificate course. Examination by the Department of the issues involved in this project had reached an advanced stage by the end of the year.

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\* Department of Education and Science. Unpriced.



### *Part-time Training*

83. The Secretary of State also indicated in the spring his desire to see a development of part-time training courses for older people who were anxious to train for teaching but were unable to take the normal full-time course—married women with family responsibilities who could attend day-time courses, but only during certain hours of the day and perhaps on certain days of the week, and men and women in employment who, so long as they retained their jobs, could make themselves available only outside working hours. In November, following preliminary discussions, a memorandum setting out firm proposals for the establishment of part-time training courses was sent for comment to the national associations of teachers, local education authorities and others. This recognised that a great variety of different patterns was possible, but suggested that two basic patterns might be thought to be especially appropriate for the two main categories of older people for whom the arrangements were intended. For married women with family responsibilities it should be possible to arrange a wholly part-time course involving their attendance at a training centre for a certain number of shortened days each week. For men and women in employment the complete training course would seem likely to require a final full-time period of study following a part-time course based on evening attendance. The memorandum pointed out that training centres for part-time students would need to be reasonably accessible to students' homes or places of employment, and that the centre for a particular group might be either a college of education or a further education establishment whichever proved most convenient for the students. It also emphasised that any part-time training arrangements would need to ensure that the education and training provided by them achieved a proper standard, judged by the out-turn of the three-year full-time course.

### *Degree Courses*

84. In the Secretary of State's policy statement of December 1964 on the future of colleges of education in the light of the recommendations of the Robbins Committee, the Government endorsed the Committee's view that wider opportunities should be provided for suitable students in the colleges to obtain a degree together with a professional teaching qualification by means of a four-year course. They also thought it appropriate that the academic relationship between the universities and colleges should be further extended through the development of the institutes of education, and they hoped that universities would proceed to work out with the colleges the form which degree courses should take and the nature of the degrees to be awarded.

85. By the end of the year the great majority of the universities concerned had proceeded to work out, and in some cases virtually to complete, the necessary arrangements with the constituent colleges in their institutes. Common to all these arrangements was the view that the degree should be a special one of B.Ed., fully comparable in standard to other first degrees but adapted to the needs of the colleges' concurrent training courses. The detailed plans naturally varied from university to university: in some cases it was envisaged that a substantial amount of the work would be carried out in the university itself, in others the course was to remain based through-



out upon the colleges. But in all cases the university and college staffs found themselves being drawn closer together in the planning of courses, to their mutual interest. Development of degree work was seen as a gradual process, and only a comparatively small minority of students were thought likely to embark on a fourth year in the initial stages. There was a general recognition that degree work should not be allowed to prejudice the three-year certificate courses, and that for the degree courses the inevitably limited resources should be used to the best advantage: this would involve where necessary some concentration of degree work in particular subjects.

### *Closed Circuit Television*

86. Experimental work on the use of closed circuit television in teacher training continued in the 11 colleges invited to undertake it.\* Interim reports relating to progress in the first academic year were produced by the London and Leeds university institutes of education, who had undertaken to collate the work carried out at six and five colleges respectively.

### *Courses in France and Student Exchange*

87. The number of places in courses lasting several months at three university centres in France for college of education students taking French as a main subject was increased from 120 to 150 for 1965-66. Courses for 30 students each started at Tours in July and October, a course for 20 at Caen in September and one for 25 at the Institut Britannique in Paris in October. Two further courses were planned to start in February 1966, for 20 students at Caen and 25 in Paris.

88. Some 200 students in the same category, not selected for courses, were able to exchange places with students from *écoles normales* in France for periods generally between three and six weeks during the spring and summer terms. This was an extension of an arrangement with the French Ministry of National Education first operated in 1964.

### *Technical Teacher Training*

89. In 1965 the four colleges of education (technical) recruited 885 students for the one-year course in comparison with 968 in 1964 (see Table 14). On the four-term sandwich course for serving teachers there were 169 students starting the first term in the summer of 1965 and 104 students completing the fourth term, an overall increase on the corresponding figures of 104 and 114 for 1964.

90. All the accommodation at present planned for these four colleges was completed with the exception of a second hostel at Wolverhampton and a library at Huddersfield.

91. During the year the standing sub-committee appointed by the National Advisory Council on the Training and Supply of Teachers completed a report on the supply and training of teachers for further education. As no arrangements had been made for the Council to meet following the resignation of its chairman (see Section I paragraph 42), Sir Lionel Russell, the chairman

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\* See *Education in 1964*, Section II, paragraph 75.



of the standing sub-committee, submitted the report direct to the Secretary of State. Its main recommendations were that from 1969 local education authorities should be required to secure the training of all new entrant assistant lecturers within three years (or initially five) of the date of their appointment, that full salary and travelling expenses should be paid during this training together with special grants to those who would suffer hardship from attendance at residential courses, and that every effort should be made to develop the extra-mural activities of the colleges of education (technical). These recommendations were still under consideration at the end of the year.

### C. COURSES OF FURTHER TRAINING

92. During the year developments to provide the expanded arrangements for the further training of serving teachers envisaged by Circular 7/64\* began to take effect.

#### *One-year and One-term Courses*

93. In the academic year 1965-66 185 one-year courses were organised for 1,740 teachers, in comparison with 156 courses attended by 1,685 teachers in 1964-65. Of this total 56 were special advanced courses, including for the first time several courses leading to a higher degree in education, providing opportunities to 610 teachers for advanced study in particular fields of education, as against 40 courses attended by 433 teachers in the previous year. This meant satisfactory progress towards the circular's target of 1,000 full-time advanced course students by the end of the decade. There were 34 courses for the teaching of handicapped children, attended by 415 teachers, in comparison with 26 courses and 373 teachers in 1964-65. However, 92 supplementary courses (for two-year trained teachers) were being attended by only 653 teachers, compared with 87 courses and 810 teachers in 1964-65; this possibly marked the beginning of the run down of these courses, inevitable since the introduction of the three-year training course. Three one-year intensive Russian courses were being attended by 62 teachers, compared with 69 in 1964-65.

94. In 1965 the number of one-term courses was 42, and these were attended by 333 teachers, a substantial increase on the corresponding figures of 17 courses and 180 teachers in 1964. These courses are designed to cater for teachers, particularly those who may be called upon to help in the planning and staffing of local short courses, who need to have a longer period free from the calls of day-to-day teaching than the short courses provide in order to familiarise themselves with new techniques, to experiment with new methods and to come to grips with the practical implications of adapting fresh ideas in the schoolroom, workshop or laboratory. The courses covered some of the most urgent needs of the schools, including such subjects as mathematics for primary schools, science for secondary schools, handicraft, the teaching of secondary school children of average and below average ability and the teaching of English as a second language for teachers of immigrant children). The period of one term makes for easier release of serving teachers in a time of acute supply difficulty.

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\* See *Education in 1964*, Section II, paragraphs 79-81.



95. In 1964-65 1,870 teachers attended part-time courses held at university departments or institutes of education and leading to a certificate, diploma or higher degree in education.

#### *Further Study for Lecturers*

96. In December revised arrangements were announced for college of education lecturers to undertake courses of further study of one year or less ; these were designed to simplify procedures and to encourage colleges to release members of their staff to attend courses which would deepen their knowledge of their subjects or extend their scope ; attention was called in particular to special provisions for such lecturers in the Department's 1965-66 programme of courses. The announcement also covered participation in educational research projects by a lecturer as a full-time member of a research team or as a supernumerary member, and arrangements for lecturers to undertake sabbatical leave, subject to certain conditions, for periods not exceeding one term.

97. During the year plans were made for 50 lecturers to attend one-year full-time courses and for 16 to take shorter full-time courses, in comparison with 36 and 11 in the previous year ; another 17 were to engage in part-time study.

98. By the end of the year consultations had reached an advanced stage on the preparation of a circular designed, as the complement of Circular 7/64 dealing with the needs of school teachers, to encourage teachers in further education to attend courses concerned with new subject matter and fresh approaches to subjects and teaching method, and to increase the provision of courses suitable for them.

99. It was hoped that, under the circular, more courses of about a term in length, designed wholly for teachers or jointly for teachers and people from industry, would be held in appropriate training institutions and be included in the Department's annual printed programme. It was also envisaged that colleges of further education should be enabled, under the same financial arrangements as for courses within the printed programme, to send teachers to courses of the same length outside the programme where the college considered that this would be of benefit both to the teacher and to the further education service. Such courses, which might be held at a variety of institutions and might be courses provided primarily for the needs of industry, could make available to teachers the latest technological information in different fields. A third object of the circular was to stimulate the provision of short courses and part-time courses. To assist this the Department would be holding in 1966 some high level short courses for further education teachers, of the type introduced for school teachers in 1964, which would be concerned with new teaching techniques and fresh approaches to subjects and would aim to bring together groups of teachers with relevant experience, who could be expected to take the lead in local conferences and courses in their areas.

#### *Short Courses Organised by the Department*

100. During the year 6,346 teachers attended 116 short courses arranged by the Department, in comparison with 6,520 on 121 courses in 1964. There was a change of emphasis in the programme to provide for more high level



courses designed to bring together, for discussion, groups of experienced teachers who could be expected to play a leading part in developing local courses in their areas ; 16 of these courses, attended by 985 teachers, were held, compared with five courses and 260 teachers in the previous year. These courses were concerned with mathematics and the Certificate of Secondary Education ; grammar school mathematics ; science for pupils of 11-15 years of age ; English for secondary schools ; the religious education of both primary and older secondary pupils ; modern geography ; world history ; drama ; infant, junior primary and sixth form education ; and secondary education with special reference to the raising of the school leaving age.

101. Many of the other short courses in the programme were also concerned with new developments in the curriculum ; in particular three courses dealt with the new materials and methods in biology, chemistry and physics and especially those developed in the school science projects of the Nuffield Foundation. In addition to the courses in the printed programme the Department financed the running of eight courses in mathematics and science organised by the Schools Council as part of a development project jointly sponsored by the Foundation and the Council on teaching these subjects to children between five and thirteen years of age.

102. Four other courses were held abroad : a French course in Paris, an agriculture course in Norway, a chemistry course in Holland and a nautical education course in Le Havre, Rotterdam and Antwerp.

#### *Courses Organised by Other Bodies*

103. The Department's programme of short courses outlined above was designed to supplement the courses provided by local education authorities and institutes of education for serving teachers in their areas, and to stimulate the substantial increase in the provision of such local courses which is required to meet the needs of the schools and of the growing teaching profession.

104. During the year the Schools Council, in consultation with the Department, initiated discussion about possible changes in the existing structure of in-service training likely to be required both for general purposes, and to give effect to the Council's programmes of work. In particular, the Council drew attention to the need for co-operative arrangements between areas as a basis for decentralising responsibility for related curriculum development and in-service training. The Department hoped that these proposals would help to strengthen and augment the framework of in-service training locally.

105. The Council's proposals included the establishment of local and area centres for curriculum development and in-service training, together with a smaller number of key centres capable of undertaking high level work. Discussion of the proposals was still continuing at the end of the year, although a number of local teachers centres had already been set up in support of the primary mathematics and science project referred to above. Suggestions regarding the possible operation of area centres were published in the Council's Working Paper No. 2, *Raising the School Leaving Age*\*.

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\* H.M.S.O., 3s. 6d.



106. During the year the widespread interest in the development of in-service training was shown by the activities of a number of the learned societies ; for example, the Joint Mathematical Council produced a report on the in-service training of mathematics teachers. and the British Committee on Chemical Education held six summer schools, attended by 550 chemistry teachers, at universities in the North of England. In September the Royal Society held a one-day conference, attended by representatives of all branches of education, on the training of mathematics and science teachers, which endorsed the need for an expansion of the provision of in-service training and commended the Schools Council's proposals for a related structure of curriculum development and in-service training centres.

#### d. ADMINISTRATION

##### *Catering Working Party*

107. The 1964 Report stated (Section II, paragraph 89) that the Secretary of State had commended the report of the Catering Working Party to college authorities and that he had accepted the main recommendations addressed to the Department. During 1965 a leaflet drawing the attention of catering students to the openings for catering officers in colleges of education was prepared, and applications were invited for the post of catering adviser to the Department. Action on the third recommendation for an experiment to be conducted in colleges on "total budget" catering was deferred pending the appointment of the Department's catering adviser.

##### *Study Group on Government of Colleges of Education*

108. In announcing in December, 1964, the Government's decision that colleges of education should continue to be administered by the existing maintaining bodies under the present system of overall supervision, the Secretary of State said also that the Government intended to secure that the present arrangements for the internal government of colleges should be reviewed forthwith by all those concerned in the light of the Robbins Committee's recommendations on the subject. To this end a Study Group was set up under the Department's chairmanship. The Secretary of State invited the bodies representing local education authorities, the voluntary colleges and teaching staff to make nominations for membership. At the first meeting in May, 1965, the Study Group decided to seek advice from the universities and from some Clerks and Treasurers of counties and county boroughs. University representatives joined the Group at their fourth meeting, and two Clerks and two Treasurers attended meetings of a Working Party set up to consider certain legal, financial and administrative questions. The Study Group was expected to report early in 1966.

##### *Problems of Organisation*

109. Following the two successful conferences on problems of large scale organisation held in 1964 for the principals of expanding colleges, a third conference was held in London in March, 1965, the organising tutor for which was again Dr. O. G. Pickard, Principal of Ealing Technical College. This conference was attended by 27 principals, making a total of 87 for the three conferences. All three conferences were concerned with the principles and techniques of management for expanding organisations discussed in the context of personal relations, communications and organisation.



110. During the late autumn six principals spent six weeks in the United States, on travel and study awards made by the Ford Foundation, to study the administration and operation of American teacher training institutions.

111. Arrangements were made during the year for two or more conferences or bursars of colleges of education to be held in 1966 at the Further Education Staff College, Coombe Lodge, near Bristol. In addition to talks on administrative subjects the conferences will include syndicate discussions on finance and on the problems of expansion.

#### *London Re-organisation*

112. Agreement was reached during the year on the future administration of the two colleges affected by the London Government Act, 1963, which had previously been administered by the Surrey and Kent local education authorities respectively. Gipsy Hill College of Education will continue to be administered by Surrey, but with the local education authority for the new London Borough of Kingston upon Thames, in whose area it is, represented on the governing body. Stockwell College is now administered by a joint education committee comprising the local education authorities for Kent and for the new London Borough of Bromley in whose area it is situated.

#### *Maintenance of Colleges*

113. Following analysis of the replies to the questionnaire sent in 1964 to all voluntary colleges on superannuation arrangements for non-teaching staff, it was decided to recognise for grant the employers' contribution under the Local Government Superannuation Acts in respect of any member of the non-teaching staff who was both able and willing to participate in the local government scheme.

#### *Conference of Institute Directors*

114. Four meetings were held with the Conference of Institute Directors. In June, the Conference considered the draft of the Department's letter to colleges about arrangements for increased productivity (see paragraph 80 above). The balance between men and women in colleges, the development of degree courses, part-time courses of teacher training and a number of other subjects relating to the initial and further training of teachers were also discussed during the year.

#### *Students' Grants*

115. In recent years an increasing number of widows have been entering colleges of education for training as teachers. It became apparent during the year that the grant arrangements, with their provision for reducing grant to take account of other income, were bearing hardly upon widows and might deter a number of them from undertaking training. These provisions moreover had become somewhat anomalous in their application to widows following the removal at the beginning of the year of the limitation on earnings governing widows' benefits under national insurance. Accordingly, the Secretary of State decided that, with effect from 1st September, widows on training to become teachers could have allowances of £300 for the first child and of £100 for each subsequent child made against their other income in the assessment of their grants as an alternative to claiming dependants' grants for their children.

### 3. Adult Education, the Youth Service and Sport

#### a. ADULT EDUCATION

##### *Evening Institutes*

116. The total number of students enrolled at evening institutes on the first of November was 1,252,578 (1,131,509 in 1964); of these 820,203 were women (742,057 in 1964). In addition many more students were engaged in day-time and evening non-vocational and recreational classes at further education establishments not classified as evening institutes.

117. In April the Department asked all local education authorities to review the progress made since the issue of Administrative Memorandum 6/63, with particular reference to staffing. The lack of a common basis of definition prevented a statistical analysis of the replies, but it was clear that many authorities had re-appraised their policy towards adult education and were trying a variety of ways of developing it.

##### *Responsible Bodies*

118. During the 1964-65 session there were 218,881 students attending courses provided by the university extra-mural departments, the districts of the Workers' Educational Association and the other responsible bodies (212,213 in 1963-64). The total of 218,881 is the highest figure recorded. Numbers for tutorial classes fell, continuing the trend in recent years, but there was a substantial increase in sessional courses and students. Figures for the various types of courses were as follows, the totals for the previous session being shown in brackets: tutorial 11,419 (11,539); sessional 44,659 (39,064); terminal 45,935 (43,284); residential 19,532 (20,622); training 714 (722); and other courses 96,622 (96,982). Grants paid by the Department to the responsible bodies for the session 1964-65 amounted to £918,351 (£849,500 in 1963-64).

119. The Department announced in March that for the session 1965-66 additional funds would be provided to appoint about a dozen more full-time tutors and to increase the volume of part-time work by about eight per cent. In the event 14 additional full-time posts were authorised, six in extra-mural departments and eight in W.E.A. districts. By the beginning of the new session most of the new posts had been filled.

120. Work for industry-based groups continued to grow in 1964 and an increasing number of firms and trade unions benefited from it. Study of this sort takes place almost entirely by day and consequently makes heavy demands on full-time staff. At Sheffield six of the twelve full-time tutors in the extra-mural department were almost entirely concerned with courses for the coal and steel industries. In those areas where there was already a long-standing connection between the responsible bodies, the employers and the trade unions, the problem was principally one of finding teaching resources to meet the demand for liberal education, but in others it was clear that acceptance of the idea itself came only after both sides of industry had seen for themselves that, as one tutor put it, the intention was neither subversion on the one hand nor indoctrination on the other.



121. Arrangements for the development of liberal education within the trade union movement were reshaped during the year. A T.U.C. educational advisory service was set up for each region, and this was expected to lead to a considerable increase in the volume of such work provided by the responsible bodies. New advisory committees were formed to assist in planning educational programmes for the regions, taking into account the facilities available through the Workers' Educational Association.

122. Plans were made at Manchester for a regional institute of adult education to promote co-operation between the different agencies concerned with adult education and to provide them with common services. It was hoped to secure financial support for a full-time officer for the institute.

### *Residential Colleges*

123. Annual maintenance grants paid to the five long-term residential colleges for the session 1964-65 amounted to £80,684 (£68,431 in 1963-64). A total of 390 students were admitted (368 in 1963-64), most of whom completed the whole session. This was the highest number of students ever enrolled.

124. In addition to the annual maintenance grants, capital grants amounting to £16,546 were paid. These sums represented part of the Department's grant towards the extensions at Ruskin and Fircroft Colleges, at both of which work began during the year. It was expected that the building work would be completed in time to admit additional students from the beginning of the 1966-67 session.

125. The number of students at residential colleges or centres providing short courses and maintained or assisted by local education authorities again increased. For the 1964-65 session courses totalled 1,757 (1,874 in 1963-64) and students numbered 57,955 (56,139 in 1963-64).

126. At Oxford the extra-mural department opened the Rewley House Residential Centre, a skilful adaptation of three Victorian villas to provide comfortable accommodation for up to 50 students on short residential courses. Much of the cost was met by a generous grant from the Kellogg Foundation.

### *National Associations*

127. Direct grants amounting to £28,400 were made by the Department to the eight national associations listed in Appendix C. The Department offered a grant of up to £11,000 over a two-year period to the National Institute of Adult Education to enable them to carry out research in sample areas into the adequacy of the provision made by all the various agencies of adult education.

## **b. PUBLIC LIBRARIES AND MUSEUMS**

128. The Public Libraries and Museums Act 1964 came into force on 1st April, 1965. A summary of the provisions of this Act was included in the 1964 Report\*. Circular 4/65 was issued on the 29th March to public library authorities and local education authorities and to other non-county borough and urban districts outlining the provisions of the new Act.

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\* Section II, paragraphs 113-120.

*Library Advisory Councils*

129. The two advisory councils, for England and for Wales, provided for by the Act were set up towards the end of the year. Mr. Frank Jessup was appointed chairman of the council for England and Professor R. I. Aaron, of the council for Wales.

*Public Library Authorities*

130. Changes in the organisation of library authorities during the year as a result of this Act, the Local Government Act 1958 and the London Government Act 1963, are shown in the following table:—

TABLE 15. *Library authorities in England and Wales*

	As at 1st January, 1965	As at 31st December, 1965
Counties ... ..	61 (13)	58 (13)
Isles of Scilly...	1	1
County Boroughs ... ..	85 (4)	82 (4)
Municipal Boroughs ... ..	188 (15)	158 (15)
Urban Districts ... ..	99 (13)	87 (11)
City of London ... ..	1	1
Metropolitan Boroughs ... ..	28	—
London Boroughs ... ..	—	32
Parishes ... ..	13 (5)	—
TOTALS ... ..	476 (50)	419 (43)

The figures for Wales are shown in brackets.

131. In the Greater London area the number of library authorities was reduced from 68 to 33 as a result of the reorganization of London government. Early in the year, under the provisions of the old Public Libraries Acts, the borough of Epsom and Ewell was authorised to assume library functions, and the borough of Henley-on-Thames and the urban districts of Holywell, Silsden and Swinton relinquished their library powers.

132. The Public Libraries and Museums Act removed library powers from the few parish councils which were still exercising them. An Order was made under the new Act extending its operation to the Isles of Scilly and making the council of the Isles a library authority. Orders were made under section 6(5) of the Act authorising the boroughs of Montgomery and Welshpool and the urban districts of Mold, Penrith and Whitchurch (Salop) to relinquish their library powers to the county councils. A number of other district councils were considering relinquishment at the end of the year.

133. Under section 6(3) of the Act, non-county boroughs and urban districts with populations of over 40,000 on 1st April 1965 which were not library authorities could apply to the Secretary of State within six months



for the grant of library powers. Eighteen of the 30 authorities to whom the sub-section applied informed the Secretary of State that they wished to assume library functions. These applications were awaiting consideration at the end of the year.

#### *National Central Library*

134. Under section 9(2) of the Act, a grant of £122,000 was made to the National Central Library for the 1965-66 financial year. This was an increase of £17,000 over the grant for the preceding year.

#### *Library Advisers*

135. A second Library Adviser was appointed during the year to assist with work arising from the Act.

#### *Byelaws for Public Libraries, Museums and Art Galleries*

136. The model byelaws were revised and copies sent to all local authorities concerned.

#### *Museums and Art Galleries*

137. Under section 12 of the Act, it is provided that a local authority which is not a library authority and does not already maintain a museum or art gallery may not provide one without the consent of the Secretary of State. During the year the Secretary of State gave his consent to the transfer to the district councils in Farnham (Surrey), Horsham (West Sussex) and Helston (Cornwall) of the local museums in those districts previously maintained by the county council but paid for by the county districts. In addition, the Secretary of State authorised the urban districts of Harlow, Egham and Wantage and the rural district of Doncaster to provide a museum or art gallery.

### **c. THE YOUTH SERVICE**

#### *Youth Service Development Council*

138. The Youth Service Development Council (which was increased in membership from 18 to 24) continued its policy of referring subjects for detailed consideration in committee; the work of the two committees is mentioned below. At the beginning of the year, the Council received the report of a project which the Department had grant aided, concerning techniques of approaching apathetic and potentially anti-social young people. This and a previous report were discussed with representatives of the two associations concerned and remitted to the Review Committee for further study. The Council decided in June to invite a number of national voluntary youth organisations to exchange views with the Council on the future development of the service, and during the year held discussions with three of them. The Council also advised the Secretary of State on a number of matters, including applications for special grants.

139. The circulation of the journal "Youth Service" rose to over 24,000 during the year.

#### *Service by Youth*

140. Community service by young people was a main theme in the development of the youth service during the year. Following a decision

of the Council in March, a committee was appointed under the chairmanship of Mr. G. S. Bessey to consider, in co-operation with Sir George Haynes, Director of the National Council of Social Service, whether there should be facilities for the co-ordination of community service by young people in England and Wales. The Council received the committee's report in December.

### *Review Committee*

141. The Review Committee continued its work during the year, with particular emphasis on the recruitment and training of youth leaders, both full-time and part-time. In December it presented a report to the Council on the training of part-time leaders.

### *Buildings*

142. Of £20.5m. projects programmed in the period April 1960 to March 1966, a total of 1,673 projects with £14,069,000 had been completed by the end of 1965, and 190 projects worth £2,154,000 were in progress. Final plans for a further 115 projects worth £1,377,000 had been approved.

143. In August the building programme for 1966-67 was announced. New starts were reduced to some £2.5m. to allow for projects postponed from 1965-66 as a result of the moratorium on capital expenditure announced in July, and the programme included 132 projects (54 voluntary, 78 statutory).

### *Full-time Youth Leaders*

144. At the end of the year the Department's register of full-time youth leaders contained 1,287 names. The arrangements for the probation of youth leaders on first appointment were further considered in consultation with representatives of the training agencies, the aim being to regard the probationary year as an extension of the training course during which the leader's need for regular help, supervision and in-service training should be fully recognised.

145. The fifth session at the National College began in May with 140 students (122 men and 18 women). Proposals to extend the basic course were studied by the departmental working party in consultation with representatives of the governors and staff of the College.

146. At the end of the year there were 78 students in training at the four other recognised courses for full-time youth leaders. In October, five students were admitted to the one-year post-graduate course at Manchester University leading to a diploma in youth work. Of the seven students who successfully completed the previous course in July five took up youth service appointments and the remainder other forms of social work.

### *Residential Training for Serving Youth Officers*

147. In October, after consultation with the local authority associations, the Department informed local education authorities and national voluntary youth organisations of its intention to sponsor a residential course for serving youth officers at the National College in 1966, and invited applications. The main purpose of the course would be to help youth officers to adapt their role to the changing needs of the youth service and to increase their understanding of, and skill in, modern training methods.



Information Centre

148. During the year the Information Centre at the National College developed its work of collecting and disseminating information, and consulted a number of youth service organisations and potential users. The Centre began to collect data on work with the “unattached”, on films, and on youth service buildings ; an annotated book list was also prepared.

Grants to National Voluntary Youth Organisations

149. The Department’s grants to national voluntary youth organisations for headquarters and training expenses increased to £299,250 (£279,850 for the previous financial year). 39 organisations received these grants.

150. Special grants were offered on the advice of the Youth Service Development Council to the Elfrida Rathbone Association towards the development of work with backward adolescents ; to the University of Sussex for a project on group methods of adult work, with special reference to the training of youth workers ; and for a research project concerned with small groups within the larger youth organisation undertaken by the Department of Education, University College of Swansea. A list of all grants offered is given in Appendix A.

Capital Grants

Local Grants under the Social and Physical Training Grant Regulations totalled £31,128 were offered during the year to assist 371 local capital projects.

d. COMMUNITY PROVISION

152. There was a reduction in the total amount offered in grants to local voluntary organisations under the Physical Training and Recreation Act 1937 to assist with the provision of village halls and community centres. This was due to some extent to a drop in the number of applications received but was mainly the result of the measures introduced by the Chancellor to reduce spending from public funds. As a result of these, all offers of grant other than for projects situated in development districts were suspended as from July 27th.

TABLE 16. Capital grants offered to local voluntary bodies  
(1964 figures in brackets)

Type	Number	Value
		£
Village Halls ... ..	160 (292)	260,873 (470,609)
Community Centres...	26 (42)	137,448 (186,182)

e. SPORT AND PHYSICAL RECREATION

153. The year 1965 saw major developments in the government’s policy for fostering sport and physical recreation. The government does not directly participate in the organisation of sport ; this is the responsibility of the governing bodies of the various amateur sports (and of the corresponding professional bodies). The government’s aim is to achieve the

most fruitful co-operation between voluntary and statutory effort, so that the greatest possible opportunities are provided for members of the community to enjoy the form of sport or physical recreation in which they are interested.

### *The Sports Council*

154. One of the early actions taken by the government was to appoint a Sports Council "to advise on matters relating to the development of amateur sport and physical recreation services and to foster co-operation among the statutory authorities and voluntary organisations". The Council's responsibilities extend to Scotland as well as England and Wales. It meets under the chairmanship of Mr. Denis Howell, M.P., Joint Parliamentary Under-Secretary of State for Education and Science, with a special responsibility for sport; the Deputy Chairman is Sir John Lang. Its fourteen members, who include members from England, Wales and Scotland, serve in a personal capacity and not as representatives of any particular sport or recreation.

155. The Council has the services of a Director, Mr. Walter Winterbottom, who was seconded from his post as General Secretary of the Central Council of Physical Recreation, and a Deputy Director, Mr. D. Molyneux, who was seconded for part-time service with the Council from the Physical Education Department, Birmingham University. This is supported by representatives from the interested government departments—Ministry of Housing and Local Government, Ministry of Land and Natural Resources, as well as the Education Departments—attend meetings of the Council and its committees. The Department of Education and Science provides the secretariat.

156. The Council set up four committees:—

- (a) *International Committee*—Chairman, Baroness Burton of Coventry—to advise on matters relating to the development of international sport, and in particular on grant aid towards the cost of British participation in overseas events, world, Commonwealth and international events of outstanding importance at home and international conferences at home and overseas;
- (b) *Sports Development and Coaching Committee*—Chairman, Mr. A. D. Munrow—to advise on matters relating to the encouragement and development of sport and the allied subject of coaching, and in particular on the general principles of grant aid to national voluntary organisations towards the cost of headquarters administration and national coaching schemes, and to local voluntary organisations in respect of capital projects for the provision of facilities;
- (c) *Research and Statistics Committee*—Chairman, Dr. Roger Bannister—to advise on matters of scientific research, particularly physiological and sociological, and documentation related to sport.
- (d) *Facilities Planning Committee*—Chairman, Lord Porchester—to advise on the development of physical facilities for sport and physical recreation.

157. The Sports Council met for the first time in February, 1965. By the end of the year the Council had met six times, including a meeting in Edinburgh, and its committees no fewer than 39 times. The Council had rigorously



reviewed the wide responsibilities within its terms of reference and made some far-reaching recommendations which were being implemented.

### *Regional Sports Councils*

158. The most far-reaching of these measures was the establishment of nine regional sports councils in England (which in most cases follow closely the boundaries of the Economic Planning Councils), a sports council for Scotland and a sports council for Wales. These councils will bring together persons appointed by the government, persons representative of local government and persons representative of the interests of sport and physical recreation. They will be a unique combination between central government, local government and sport.

159. Local urban areas cannot be expected to meet all the demands for recreational needs of the masses of people living in urban communities, who will increasingly seek opportunities for recreation outside urban boundaries. It is essential for a regional sports council to acquire thorough knowledge and understanding of the area-wide needs in recreation and to relate these to future national policy and regional development programmes for buildings, roads, open country and water. It is envisaged that the Sports Council and the regional sports councils will work in close co-operation with the proposed Countryside Commission, which was among the measures outlined by the Minister of Land and Natural Resources at the Countryside in 1970 Conference, held in November, 1965.

160. At the conferences of local authorities which were held to inaugurate the regional sports councils, the authorities not only welcomed the idea of regional councils, but it was evident that they were all most anxious to consider practical joint measures of provision of facilities.

161. It is envisaged that each of the regional sports councils will set up an executive committee, with powers to call on the advice of a technical panel which would include planning officers and physical educationists with special interest and experience in sport and recreation, and the planning of facilities. It was a recommendation of the Sports Council that the regional officers of the Central Council of Physical Recreation were well qualified by virtue of their experience and present terms of appointment to provide the secretariat for regional sports councils and their committees.

162. The Sports Council also suggested that local authorities might wish to consider, if they had not already done so, whether, at a time when provision for leisure was assuming an increasingly important part of their responsibilities, they could usefully review their administrative machinery with the aim of facilitating the co-ordination of planning for all types of recreation.

163. It is contemplated, too, that local sports advisory councils should be established wherever there is a need for them. Such local councils already exist in a number of areas. They can help the local authority by advising on planning of facilities and organising recreation programmes and courses to ensure that existing facilities are fully used.

### *Current Grants to National Voluntary Organisations*

164. There was a continued increase in the number and amount of grants offered by the Department to national voluntary organisations in England and Wales towards the cost of headquarters administration and national



coaching schemes. Grants totalling over £497,000 were offered to 64 organisations, 20 more than in 1964, and of these 18 included assistance towards the employment of national coaches. The grants enabled eleven of the governing bodies of sport to rent offices of their own alongside the London headquarters of the Central Council of Physical Recreation.

165. The range of sports administered by the newly aided bodies included bowls, lacrosse and parachuting. An association providing sports facilities for the disabled was also aided for the first time. Following the extension of the scheme for grants to include the national bodies of school sports, 14 bodies of this kind were offered grants towards the cost of headquarters administration. A full list of the grants offered is given in Appendix B.

166. During the year members of the Sports Council, with officers of the Sports Council and of the Department, met the representatives of a number of national organisations to discuss informally possible ways by which different sports and outdoor activities could develop in the long term. The discussions were centred on the needs of administration, expansion of coaching schemes, means of improving standards of performance and competition and of increasing the number of participants and clubs and the number and quality of facilities. It is hoped that the discussions will enable the governing bodies of sports to work out in detail their future expansion policies and what support would be required to give effect to them.

167. The Central Council of Physical Recreation (towards whose work in England and Wales the Department offered a current grant of over £360,000, in addition to capital grants in respect of provision of facilities) continued to play an important role in extending the opportunities for physical recreation to the community as a whole. Amongst the many activities of the Council is the provision of facilities at its four national recreation centres to enable it to run numerous coaching and instructional courses, often in co-operation with the appropriate national sports bodies.

168. Mention should also be made of the valuable work which the National Playing Fields Association continued to undertake in encouraging and securing the provision of physical recreation facilities and advising on the layout and use of grounds.

### *Local Capital Grants*

169. There was an increase in the number of applications received from local voluntary organisations for the grants which the Department is able to offer under the Physical Training and Recreation Act, 1937, towards the capital cost of providing new and extended facilities for sport.

170. The total amount offered in grants during the year was £902,567, to assist 344 projects. This represented an increase over 1964 (£609,982 for 370 projects) despite the fact that, as a result of the measures introduced by the Chancellor of the Exchequer to strengthen the economy, offers of grant were suspended from 27th July. A further effect of these economy measures was that all projects for which a binding commitment had not been entered into had to be postponed even though an offer of grant had already been made.

171. These restrictions did not apply to projects situated in development districts.



172. Although not primarily regarded as sports provision, village halls and community centres also provide for a limited range of indoor games such as table tennis (see paragraph 152).

### *Development of National Facilities*

173. In September, 1964, the Department informed the Central Council of Physical Recreation that approval in principle could be given to a programme of capital works totalling £400,000, phased over a four-year period, to bring the facilities at the Council's national recreation centres at Bisham Abbey, Buckinghamshire, Lilleshall Hall, Shropshire and Plas y Brenin, Caernarvonshire, up to a standard more in line with present-day needs. The programme included the provision of improved residential accommodation at Lilleshall Hall and Bisham Abbey, a gymnasium block at Lilleshall Hall, a sports hall at Bisham Abbey and facilities at Plas y Brenin which would permit regular training in skiing to be held with far less dependence on the weather.

174. Most of this work had to be postponed as a result of the economy measures, but the new hostel block at Lilleshall Hall and the skiing facilities at Plas y Brenin were completed.

175. When the Chancellor made his announcement, plans were well advanced for the provision of the national sailing centre at Cowes, which is to be established by the Central Council of Physical Recreation with the aid of government grant. The completion of the project was postponed, but it is hoped that some use of the centre will be possible in 1966.

176. The need for a national recreation centre at Cardiff at an estimated cost of £350,000 was agreed in principle by the Joint Parliamentary Under-Secretary, Mr. Denis Howell. It is proposed that the centre should be established under the auspices of the Central Council of Physical Recreation. The Cardiff Corporation have agreed to make a site available near the city centre. The plans for the centre include a sports hall, a gymnasium, a swimming pool and squash courts, together with a number of outdoor facilities.

### *Research*

177. Assistance was made available during the year by the Department towards research into the sociological, psychological and physiological aspects of sport and physical recreation.

*British Olympic Association Research Project in Mexico* : On the recommendation of the Sports Council, the Department agreed to support the British Olympic Association research project at Mexico City in October, 1965, to the extent of half the cost. Dr. Pugh, of the Medical Research Council, was responsible for the technical research and the team, which included six athletes and two physiologists. The object of the research was to study the effects of medium altitude in "continuous endurance" events, in particular the minimum time to achieve acclimatisation after arrival in Mexico, possible modifications to normal training schedules during the period of acclimatisation and the likely physical effects of "continuous endurance" efforts on competitors.

*Training of Research Assistants* : In order to assist the development of work in exercise physiology, the Department agreed on the recommendation

of the Sports Council to make a limited number of grants towards the training of suitably qualified candidates in certain research techniques. It is hoped to introduce the scheme early in 1966. Initially, applicants will be selected from among lecturers in physical education at colleges of education or universities. They will work under senior research workers at established physiology departments, in universities or elsewhere, for periods of up to six months. After their return to their normal duties at college or university, they will be able to carry on work under the close guidance of the head or senior research worker of the laboratory where training was carried out.

*Other Projects :* At the end of the year, the Research Committee of the Sports Council and the Department were considering the possible establishment of research facilities at the Crystal Palace National Recreation Centre, sociological research and the need for documentation in sport and physical recreation.

### *International Events and Conferences*

178. Since January, 1964, applications for assistance to international sports teams going overseas had been considered by the Joint Committee on Government Assistance for International Sports Teams Overseas, under the chairmanship of Sir John Lang. The Committee made its recommendations to the Foreign Office and the Commonwealth Relations Office, on whose Votes such grants were borne. The International Committee of the Sports Council took over the responsibilities of the Joint Committee. The recommendations were made to the overseas departments, as before, but it was agreed that responsibility for grants should be transferred to the Votes of the Department of Education and Science and the Scottish Education Department as from 1st April, 1966.

179. Grants totalling £25,305 to 47 organisations were recommended for a variety of events taking place during the financial year 1965-66, such as wrestling, ice hockey, archery, judo, volley ball, rowing, water skiing, gymnastics, cycling and canoeing. The Committee was particularly concerned with the question of a grant in respect of the Commonwealth Games to be held in Jamaica in August, 1966. A grant of £10,000 was recommended towards the expenses of the competitors from England, Scotland, Wales, Northern Ireland, the Channel Islands and the Isle of Man, and of any necessary officials required by the government of Jamaica to help with running the games.

180. In 1965 grants were offered for the first time towards the cost of organising world events in the amateur field at home. The British Gliding Association and the British Amateur Wrestling Association were offered grants in respect of world championships held at South Cerney and Manchester respectively.

181. The Department agreed to provide financial assistance to the Central Council of Physical Recreation for the purpose of undertaking the organisation of an international conference on sport, recreation and education. The conference will be held in London in July, 1966, under the auspices of the United Kingdom Committee for International Conferences on Physical Education.



### *Professional Sport—The World Cup*

182. All the above activities relate to amateur sport and physical recreation. The government is also interested in professional sport, but in the nature of things its interest is less direct. For example, it would normally be expected that professional sport should pay for itself.

183. As a quite exceptional measure however the government agreed during the year to make available to the Football Association a sum of money (up to £½m.) towards the cost of improving facilities at football grounds on which the 1966 World Cup games will be played. Most of the money needed will be distributed by the Association to the six professional football clubs on whose grounds games are to be played in July 1966; seating accommodation will be extended, toilet, restaurant and other facilities improved. The remainder is to be spent principally on providing for the reception of overseas visitors attending the games at Wembley and elsewhere. Some £400,000 is likely to be required to meet standards regarded by the government as desirable for this unique event. About 75 per cent of this amount will be spent on permanent improvements, four-fifths of that being paid as a grant, one-fifth being provided as a loan.

184. The government's decision about help for the World Cup was not based on advice from the Sports Council—whose terms of reference relate solely to the development of amateur sport.

### *Council of Europe*

185. The United Kingdom takes part in the activities of the Council of Europe, and the Department sent a representative to the section of the Council's Out-of-School Education Committee which deals with sport, physical education and outdoor pursuits. In addition, officers from the Department and others participated in a number of seminars and meetings organised to discuss matters relating to sport. In October a study group for participants from eight European countries was organised by the Department at the Crystal Palace National Recreation Centre to consider the relationship between sport at school and out-of-school.

## SECTION III

# THE UNIVERSITIES (GREAT BRITAIN)

### Introduction

1. Unlike other sections of the report, this section is concerned with Great Britain as a whole. The account begins with a note on Departmental administration. Then follow in turn references to university development, university institutions, finance and building programmes and publications.

#### a. ADMINISTRATION

2. The arrangements for ministerial responsibility for the universities were described in the report for 1964. In August, the Prime Minister made a statement on ministerial responsibility as regards the Scottish and Welsh universities. The terms of reference of the University Grants Committee (U.G.C.) apply to all the universities, as national institutions. The Secretary of State for Education and Science consults the Secretaries of State for Scotland and for Wales on issues of importance to universities in Scotland and Wales respectively. In particular, the Secretary of State for Scotland is brought into consultation on major issues affecting the relationships between the universities on the one hand and Scottish schools or other institutions of higher education, for which he is responsible, on the other. The Secretary for Welsh Education, like the Secretary of the Scottish Education Department, sits with the U.G.C. as an assessor.

#### *The University Grants Committee*

3. During the year the staffing and work of the U.G.C. was examined by the Select Committee on Estimates in the course of an enquiry into grants to universities and colleges. At the end of the year action had been taken on a number of recommendations made by the Select Committee\* and others were under consideration. The Secretariat of the U.G.C. was further strengthened during the year to assist the Committee with the greater volume of work falling upon it as the result of the growth of the grant list and the development of institutions.

#### b. UNIVERSITY DEVELOPMENTS

4. The Government was advised by the U.G.C. during the early part of the year that the accepted target of 218,000 university places by 1973-74 would be within the capacity of existing universities and institutions of university status. It was therefore decided that, apart from implementing existing plans for the awarding of university status to the colleges of advanced technology and other developments such as the creation of separate universities at St. Andrews and Dundee, no additional universities would be needed

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\* *Fifth Report from the Estimates Committee, Session 1964-65, H.M.S.O., £1 8s. 0d.*



for about ten years. The possibility of a completely new technological university institution in the North East however remained under consideration.

5. Another recommendation in the Robbins Report had been that five university institutions devoted to higher level teaching and research, chiefly in science and technology, should be developed rapidly as Special Institutions for Scientific and Technological Education and Research. This recommendation was considered by the Government in consultation with the U.G.C. and the Advisory Council on Scientific Policy; it was decided that the principle of selective development and expansion of technological education at a high level could best be achieved, not by creating a new and separate category within institutions of university status but by continuing the build-up of three specialised leading technological institutions named in the Robbins Report—Imperial College of Science and Technology, Manchester College of Science and Technology, and Strathclyde University. These would be given priority in the provision of finance, both capital and recurrent, the object of the latter being to make good any serious deficiencies in technology, to consolidate existing activities and to support selected technological projects of importance which were beginning to develop out of existing activities. It was announced in June that the Government was to make available special supplementary recurrent grant totalling £1m. to these three institutions. It was also considered important not to neglect technological growth points elsewhere in the universities, and a further £400,000 was provided for selected projects for promising new developments of this kind.

#### *The Universities and Scientific Manpower*

6. The likely requirements of the nation for graduate manpower, in the fields of science and technology, are assessed by the Committee on Manpower Resources for Science and Technology under the chairmanship of Sir Willis Jackson, which advises jointly the Minister of Technology and the Secretary of State for Education and Science; the U.G.C. is represented upon it by an assessor. During the year it published an interim report, with which was published the report of an enquiry by Mr. H. Arthur (Group Training Officer, Atomic Energy Authority) into longer-term postgraduate courses for engineers and technologists. These reports\* considered a number of points concerning the planning of courses in higher education of relevance to the needs of industry. A general survey of supply and demand for scientists, engineers and technologists was undertaken at the beginning of 1965 and the results were subsequently under examination.

7. Another step taken by the Committee on Manpower Resources was designed to promote collaboration between the universities and industry. This was the appointment of a working group under the chairmanship of Mr. G. S. Bosworth, a Director of English Electric and a member of the U.G.C., to state employers' requirements, particularly at the postgraduate level, in terms relevant to education. At the end of the year the Department was cooperating with the working group in considering the feasibility of their proposals in consultation with those concerned in the universities as well as in other educational establishments.

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\* *A Review of the Scope and Problems of Scientific and Technological Manpower Policy.* Cmnd. 2800, H.M.S.O., 1s. 6d.

*Enquiry into Longer-term Postgraduate Courses for Engineers and Technologists, 1964-65.* H.M.S.O., 4s. 6d.



8. The Department hopes also to receive advice from the Council for Scientific Policy (C.S.P.) as a result of the enquiry the Council have invited the Vice-Chancellor of the University of Nottingham, Dr. Dainton, to undertake into the supply of candidates for higher education for science and technology and the factors influencing this.

### *Computers*

9. The Department received during the summer the advice of the C.S.P. and the U.G.C. on the Report of the Working Group under the chairmanship of Professor Flowers which had been asked by the Committee and the Council jointly to consider the probable needs of universities and of civil research establishments for computers during the next five years.

10. On 21st December the Secretary of State announced that the government had given general approval to the group's recommendations for new university computers, equipment, building and operating costs. The approved programme would provide for an integrated system, including the establishment of regional computing centres at the Universities of London, Manchester and Edinburgh, with very large computers to which research workers from other universities and research institutions would have access, and substantially more powerful computing facilities for individual universities and research establishments which would be compatible with the proposed regional computers.

11. The total cost of implementing the programme was estimated at £20.5m. for universities and £9.3m. for Research Councils. This expenditure would be spread over a period of six years ; for the first three years it would be at the rate of £3m. a year.

12. The Secretary of State also announced his intention of establishing a Computer Board in consultation with the U.G.C. and the C.S.P. The Board would keep the programme under review and be responsible for ensuring the full utilisation of the facilities provided under the programme.

### *Scotland*

13. In November the Secretary of State for Scotland introduced a Bill to amend the Universities (Scotland) Acts. This revises the constitutions of the four older universities (St. Andrews, Glasgow, Edinburgh and Aberdeen), so as to simplify procedures under which they conduct their business and provides that they may if they wish petition for charters. It enables them to make interim amendments to their constitutions without Parliamentary approval. This would put their constitutions very much on the same basis as the English and newer Scottish universities which operate, or will operate, by virtue of Royal Charters. Provision is made also for certain adjustments consequential on the separation of Queen's College from St. Andrews and the establishment of the University of Dundee. The new University is expected to admit its first students in 1967.

14. Work is going ahead towards the establishment of the new University at Stirling which also expects to admit its first students in 1967. The Heriot Watt College in Edinburgh, the second central institution in Scotland to achieve university status, expected to receive its Charter early in 1966.



## C. UNIVERSITY INSTITUTIONS

### *Grant List*

15. On 1st April the ten colleges of advanced technology and the Heriot Watt College, Edinburgh, were added to the U.G.C.'s list, bringing the total number of institutions to 44. In October the Universities of Kent and Warwick received their first students so that all the seven newly-founded English universities became operational.

### *Colleges of Advanced Technology*

16. The colleges of advanced technology continued their progress towards university status and by the end of the year most had submitted draft charters to the Privy Council with petitions for Royal Assent. The Governors of the Chelsea College of Science and Technology and the Hertfordshire County Council made a joint proposal that the college should form the nucleus of a major technological university in Hertfordshire; the Government, after considering the advice of the U.G.C., decided, in the light of the overall pattern of university development and the need to employ as fruitfully as possible the resources available for expanding technological education and research, not to sanction this proposal. At the end of the year, the Government announced that, after considering the advice of the U.G.C., they had decided that they could not support the establishment of the Welsh College of Advanced Technology as a separate degree-giving university. The invitation to the College by the University of Wales to become a constituent member of the University offered an alternative means of achieving university status.

### *Medical Education*

17. On 29th June the Prime Minister announced that Her Majesty the Queen had approved the appointment of a Royal Commission on Medical Education under the chairmanship of Lord Todd, with the following terms of reference:—

“to review medical education, undergraduate and postgraduate, in Great Britain, and in the light of national needs and resources, including technical assistance overseas, to advise her Majesty's Government on what principles future development (including its planning and co-ordination) should be based; in particular, in the light of these principles and having regard to the statutory functions of the General Medical Council and the recurrent review by that Council of recent changes in the undergraduate curriculum, to consider what changes may be needed in the pattern, number, nature or location of the institutions providing medical education or in its general content; and to report.”

18. In October, 1965, provisional figures indicated that 2,283 British based students entered the medical schools compared with 2,238 in 1964; the number of students from overseas was 161. The increase in the number of British born students represented a fair proportion of the extra 150 new places which it had been agreed should be available by October, 1966 (see Section III paragraph 24 of the 1964 Report). The Department was considering with the U.G.C. and the Health Departments how a further increase in the provision of medical school places might be made in the short term, before longer term needs came to be considered in the light of any recommendations which might be made by the Royal Commission.

## *The Business Schools*

19. The graduate schools of business studies at London and Manchester both made encouraging starts. The Director of the London Graduate School took up his appointment on 1st April and progress was made in the recruitment of other academic and administrative staff. Accommodation was leased pending the acquisition of a permanent site, and the first full-time course was planned to commence in February, 1966. At Manchester, the Principal took up his appointment at the end of September. Here, the business school is based in part on existing management education courses and it is hoped to provide a permanent site for the school within the university campus. Meanwhile temporary accommodation has been leased and the first full-time 12-week course started at the end of September. The schools are jointly financed by government and industry. As the result of an appeal to industry made under the chairmanship of Lord Nelson of Stafford, industry's share in the support of the schools has been assured; £5m. was raised against the target of £3m.

## *College of Aeronautics*

20. The Academic Advisory Committee appointed by the governors of the College of Aeronautics on the advice of the U.G.C. to consider the future development of the college, reported in the summer. Their report, together with the views of the Governing Body, was referred to the Secretary of State, and the financial and academic implications were being examined in consultation with the U.G.C. and those other Government Departments which have an interest in the future of the college.

21. During the year the College introduced new postgraduate diploma courses in air transport engineering, machine tool automation and industrial engineering administration. The range of short courses in specialised engineering topics of interest to industry was extended. The British Hydro-mechanics Research Association moved into new premises on the Cranfield site provided with the aid of a capital grant from the Department. The overall enrolment of diploma course students continued to increase as follows:—

	1964-65	1965-66
Diploma in Aeronautics (D.C.Ae.) ... ..	119	107
Diploma in Advanced Engineering (D.A.E.) ...	125	158
Diploma in Automobile Engineering (D.Au.E.)	24	24

Courses in the works study school in 1964-65 were attended by 583 students, including 90 taking the full ten-week course, compared with totals of 476 and 72 respectively in 1963-64.

## *Royal College of Art*

22. The Academic Advisory Committee under the chairmanship of Sir John Maud, appointed by the College Council on the advice of the U.G.C. to consider the future development of the Royal College of Art, reported in the summer. The report, together with the Council's views, was referred to the Secretary of State who was considering it, in consultation with the U.G.C.

23. Several important research projects were started during the year, including a Fellowship in Stamp Design promoted by the Postmaster-General, and a programme on the Design of Safe Machinery, with the help of a grant from the Ministry of Labour. An ex-student, making full use of the Royal



College of Art's television facilities, undertook research at the Imperial College of Science and Technology into the use of television in teaching science at a highly advanced level. The hospital research unit continued its work on a design of hospital beds and other non-surgical equipment. The college sponsored two major exhibitions during the year, one of contemporary Brazilian art, the first to be held in this country, and the other of design for the interior of public houses. The number of students in the college continued to increase, reaching 501 in October compared with 481 in 1964-65.

d. FINANCE AND BUILDING PROGRAMMES

*Recurrent Grants*

24. Acceptance of the Robbins Committee's target of 197,000 full-time students in institutions of university status necessitated increases in the recurrent grants totalling £20.5m. over the last three years of the 1962-67 quinquennium. At the beginning of 1965 the general level of recurrent grants was again reviewed on the advice of the U.G.C., and on 1st February it was announced that, in order to help the universities to meet the Robbins' objectives in the light of increased costs since 1963, it had been decided to increase the grants for the three academic years from 1964 to 1967 by a total of £5.8m. In June special supplementary grants totalling £1.4m. for the academic years 1965-66 and 1966-67 were announced for the purpose of encouraging and strengthening technology in the universities (see paragraph 5 above). Thus the total estimated recurrent provision for the last three years of the quinquennium, including the salaries supplementation but excluding local rates which are the subject of separate grants, will rise to about £332m.

*Capital Investment*

25. The progress of university building was affected by the Government's measures to support the economy announced by the Chancellor of the Exchequer on 27th July. With certain exceptions such as schools and hospitals, building projects in the public sector had their starting dates deferred for six months. Schemes in development districts were excluded and exemptions were granted in certain circumstances where the possible loss and damage caused by deferment far outweighed the advantage of delaying capital expenditure. At the time of the Chancellor's announcement, about £26m. worth of the universities' fifteen months programme of over £60m. (including the separate programme for the colleges of advanced technology) had been committed. Allowing for projects in the development districts and likely exemptions, the total value of building work in the 1965-66 programme deferred until 1966-67 will be about £15m. On 22nd December the Secretary of State announced a revised building programme which took account of the effects of deferment by authorising a higher level of starts in 1966-67 and 1967-68 than had previously been sanctioned for those two years. At the same time, a further year was added, so that the authorised programmes became as follows:—

<i>Financial Year</i>						<i>Value of building work to be started</i>
1966-67	...	...	...	...	...	£40m.
1967-68	...	...	...	...	...	£30m.
1968-69	...	...	...	...	...	£25m.
1969-70	...	...	...	...	...	£25m.

## e. PUBLICATIONS

26. In October the U.G.C.'s annual statistical *Returns from Universities and University Colleges in Receipt of Exchequer Grant, Academic Year 1963-64*\* was published. Their annual survey for 1963-64 was published in January,† and in December‡ that for 1964-65. Their annual analysis of First Employment of University Graduates, relating to those graduating in 1963-64, was published in November.§

27. The committee set up by the U.G.C. in 1962, under the chairmanship of Dr. J. H. Parry, then Principal of the University College of Swansea, to consider the further development of Latin-American studies in the universities, was published in January.|| The recommendations made included five university centres of Latin-American studies and increased provision for libraries, post-graduate awards and travel abroad. On the advice of U.G.C. the Government accepted the broad objectives of the report and asked the U.G.C. to consider the implications in detail. Their proposals were received in the late summer and were under consideration at the end of the year.

28. The report of the committee under the chairmanship of Dr. Brynmor Jones, Vice-Chancellor of the University of Hull, was published in October (see Section V, para. 83). The report, which made a number of recommendations for the expansion and integration of audio-visual services within and between universities and other higher education establishments, was published without commitment to enable the recommendations and their implications to be studied and discussed by those concerned.

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\* Cmnd. 2778, H.M.S.O., 6s. 6d.

† *Annual Survey, Academic Year 1963-1964*. Cmnd. 2571, H.M.S.O., 1s. 9d.

‡ *Annual Survey, Academic Year 1964-1965*. Cmnd. 2846, H.M.S.O., 1s. 6d.

§ *First Employment of University Graduates, 1963-64*, H.M.S.O., 3s. 6d.

|| *Report of the Committee on Latin American Studies*, H.M.S.O., 7s. 0d.



## SECTION IV

# WALES AND MONMOUTHSHIRE

### Introduction

1. This section deals with some specifically Welsh matters; it should, however, be considered with the chapters dealing with England and Wales as a whole. 1965 was a year of major developments in education in Wales. The introductory part highlights some which may be singled out as having special importance for the future. The parts which follow it deal with other developments under the headings of administration and advice, the schools and further education.

#### a. SOME KEY DEVELOPMENTS

##### *Secondary School Reorganisation in Wales*

2. In the field of school organisation, the outstanding event was the issue of Circular 10/65\* on the reorganisation of secondary education on comprehensive lines, described earlier in this Report. This section is concerned only with its effects in Wales. Here it may be said that its main effect was to give new momentum to policies which were already widely favoured by local education authorities in Wales. Of the 17 Welsh authorities, three (Anglesey, Merioneth and Montgomeryshire) had for some years had comprehensive education in all their secondary schools. Anglesey was one of the earliest of all authorities in England and Wales to adopt comprehensive policies, and the pioneer experience of this authority had in various ways proved of value to students of the comprehensive idea. All authorities had one or more comprehensive schools in existence, or programmed, in parts of their areas. In 1964, the Cardiff County Borough Authority had submitted a scheme of secondary reorganisation on comprehensive lines for all the secondary schools in Cardiff. This was of a two-tier type, requiring all children to enter a neighbourhood school from eleven to thirteen, but allowing a choice at the age of thirteen between a school for those expecting to stay at school beyond the compulsory school age and a school for those not staying on. G.C.E. courses were to be available in both types of school. As this scheme had been submitted in advance of the issue of Circular 10/65, it was considered by the Secretary of State and approved by him, with certain provisos, early in the summer. The Cardiff Authority began to bring it into operation at the beginning of the autumn term.

3. Most other Welsh authorities had schemes of reorganisation in preparation for all or part of their areas. No Welsh authority expressed opposition to the comprehensive principle.

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\* *The Organisation of Secondary Education*, H.M.S.O., 1s. 3d.

### *The Small Comprehensive/Bilateral School*

4. On the widest definition of comprehensive, i.e. schools which take all secondary pupils from a given catchment area, there were in 1965 51 comprehensive schools in Wales. Only seven had more than 1,000 pupils and all but one of these were in industrialised South-Wales. 30 had fewer than 600 pupils and many of these have been in existence since the reorganisation of secondary education outlined in the development plans of the 1944 Education Act and put into effect in the early 1950's.

5. At the Welsh Grand Committee in December 1962, the then Minister of Education, Sir Edward Boyle, reported that the Chief Inspector of Wales had arranged for a group of his colleagues to study the organisational problems of the small comprehensive school, and this survey has now been made.

6. In making it, new procedures were developed and the basic issues were more clearly defined. It became clear that the availability of buildings and the location of existing grammar schools has largely governed the pattern of development. The growing scarcity of well qualified teachers, and rural depopulation, have accentuated problems which at the outset were barely visible.

7. The viability of the schools in the study was seen to be a reflection of at least two variables: their size, and the staffing scale applied to them. Most of these schools had inherited strong "grammar" traditions and gave increasing weight to the linguistic character of their intake. In practice, the attempt to do justice to sixth-form work and language difficulties lead in some cases to large classes and in others to certain subjects becoming marginally unimportant.

8. The introduction of the Certificate of Secondary Education (see paragraph 10 below) has been a further factor accentuating the difficulties which heads of these schools and the local education authorities responsible now face. Staff size, qualifications and deployment have become even more critical than hitherto and a clearer understanding of the inter-relationships of factors which, individually, were already known to be important, has become more necessary.

9. It is in the analysis of these inter-relationships that this survey showed most promise of being able to help schools. The use now being made of advisory visits by small groups of H.M. Inspectors to discuss problems with heads of schools and with administrators may point the way to curriculum organisation studies of a more elaborate and sophisticated kind—studies which might be of much significance in the phase of reorganisation which the secondary schools of Wales now face.

### *Introduction of the Certificate of Secondary Education*

10. Also in the field of secondary education, the holding in the summer of the examinations for the Certificate of Secondary Education in Wales marked a major new departure. The character and purpose of these new examinations, and their impact on the schools in England, have been described in an earlier section. In Wales, the Welsh Joint Education Committee had been designated as the Regional Examinations Board for the new examinations. It is the only Examinations Board which is responsible for



both G.C.E. and C.S.E. examinations. It was one of the nine Regional Boards (out of the fourteen set up for England and Wales) which decided to set the first papers in the summer of 1965. The written examinations for the C.S.E. started in mid-June, coinciding with the G.C.E. Ordinary Level examinations. This arrangement was made, at the request of teachers at the Regional Conference, with the object of ensuring that candidates were not entered for both examinations. 5,230 candidates were entered from 216 schools representing about two-fifths of the secondary schools in Wales. Of these, 14 schools asked for examination papers in the Welsh language. The great majority of schools entering candidates opted for "Model A", i.e. an external syllabus examined externally. Only nine schools asked for "Model B" (an external examination on a syllabus submitted by the school or group of schools) or for "Model C" (an examination set and marked internally in the school but moderated externally).

### *Sports Council for Wales*

11. In the field of provision for sport, Wales was in the forefront of new developments. One of the early recommendations of the Sports Council was that regional sports councils, and Sports Councils for Wales and Scotland, should be set up to facilitate regional co-ordination of the planning and provision of facilities for sport and physical recreation. In Wales, there was already in existence a Steering Committee on Sport. This had been brought into existence the previous year by a conference convened by the Welsh Joint Education Committee to consider ways and means of implementing the recommendations of a Survey of Sports Facilities in Wales compiled by the Welsh Committee of the Central Council of Physical Recreation. This Steering Committee included representatives of local authority associations in Wales and the National Playing Fields Association as well as of the Welsh Joint Education Committee, the Central Council of Physical Recreation, the Welsh Office and the Department.

12. In discussions which this Steering Committee had with the Parliamentary Under-Secretary of State, Mr. Denis Howell, during the summer, it became clear that an early constitution of a Sports Council for Wales was possible. A conference of all the interested bodies held in Cardiff early in October was able to send forward to the Sports Council agreed terms of reference and an agreed constitution for a Sports Council for Wales. The terms of reference proposed for this Council were "to promote a properly balanced and co-ordinated expansion of facilities for sport and physical recreation to meet local and national needs, to foster co-operation among the local authorities and voluntary organisations concerned and to co-operate with the Sports Council and its committees in implementing United Kingdom policy for the development of sport and physical recreation". The proposed constitution provided for representation of a number of sports organisations and national bodies concerned with sport, as well as local authority organisations, the Welsh Joint Education Committee, the Sports Council and additional members to be appointed by the Secretary of State for Wales in consultation with the Chairman of the Sports Council. The Chairman was to be Alderman Philip Squire, J.P., of Glamorgan. The Welsh secretary of the Central Council of Physical Recreation was to be the secretary of the Council.



### *College of Librarianship, Aberystwyth*

13. A development in the field of training for librarianship in Wales merits special mention in connection with the coming into force (in April, 1965) of the Public Libraries and Museums Act, 1964, which gives the Secretary of State for Education and Science additional powers to promote and improve the public library service in England and in Wales. On 24th June, 1965, the College of Librarianship at Aberystwyth, which was started in 1964 as a further education institution maintained by the Cardiganshire Local Education Authority, was officially opened by Dr. Elwyn Davies, the Secretary for Welsh Education. This is the only college of Librarianship in Britain which is maintained as a separate institution with its own principal, and also the only school of librarianship which trains librarians for work in bilingual areas. In June, 1965, the College, which is situated at Bronpadarn on the outskirts of Aberystwyth, and has its own hostel at Borth, already had 51 students enrolled for its two-year course for the professional examinations of the Library Association. When the new term began in October, 1965, there were 96 students enrolled for the two-year course, and also 12 students for a one-year post-graduate course; and there was indication of keen and growing demand from students in future years. It was made clear by Dr. Davies in his opening address that this College would have an important contribution to make to the development and improvement of the library service in Wales. He also indicated that the future development of this College would be a matter of special concern to the new Library Advisory Council for Wales which the Secretary of State for Education and Science is required to set up under the Public Libraries and Museums Act, 1964. The Secretary of State announced on 15th November that he had appointed Professor R.I. Aaron, Professor of Philosophy at the University College of Wales, Aberystwyth, to be the Chairman of this Council.

#### b. ADMINISTRATION AND ADVICE

14. In March, 1965, the Education Office of Wales, which is the headquarters of the Secretary for Welsh Education and H.M. Inspectorate of Schools for Wales, moved to new offices at 31 Cathedral Road, Cardiff. The responsibilities of this Office remain substantially unaltered by the creation of the Office of Secretary of State for Wales. But, as the new Secretary of State was given, amongst his other responsibilities, a general oversight over activities in Wales in fields, including education, in which other central departments retained executive responsibilities, it became more than ever important for the Education Office for Wales to work in close consultation with the offices of the Secretary of State for Wales in London and in Cardiff. Administrative arrangements were made to meet this requirement.

#### *Central Advisory Council for Education (Wales)*

15. The Report of the Central Advisory Council for Education (Wales) under the Chairmanship of Professor F. Llewellyn Jones (at that time Professor of Physics of the University College of Swansea) was published in October in English and in Welsh, under the title *Science in Education in Wales Today : Gwyddoniaeth ac Addysg yng Nghymru Heddiw*.<sup>\*</sup> This Report emphasised the vital role which science and mathematics have to play in a

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<sup>\*</sup> H.M.S.O., 11s. 0d.



balanced system of education in modern society, and went on to suggest ways in which these subjects could be more effectively taught at all stages. It stressed the dangers of premature specialisation in the schools, and it also offered advice on ways in which interest in science and mathematics could be awakened and sustained. The Report expressed serious concern about the situation arising as a result of the shortage of well qualified teachers of science and mathematics in the schools of Wales, particularly in the younger age groups, and about the possible effects of this shortage on the future supply of scientists and technologists for industry and research. It discussed means of increasing the supply of teachers of these subjects, and ways in which those already available might be enabled to work to better effect, for example by an improvement in the provision of laboratory assistants. The report attracted considerable attention in the Welsh and also in the English Press.

16. As already recorded in the 1964 report\*, the Council was reconstituted in that year under the chairmanship of Professor C. E. Gittins of the University College of Swansea, and was asked to undertake an enquiry similar to that being undertaken by the Central Advisory Council for Education (England), namely "to consider primary education in all its aspects and the transition to secondary education". The work of this council was continued during the year, much of it by three working parties. One of these was concerned with the Welsh language in the primary schools of Wales, and also undertook a study of Welsh books for children; a second considered the training of teachers for primary schools; and the third examined the organisation and curriculum of the primary school. All these had completed, or were nearing completion of, their work by the end of the year.

17. A programme of foreign visits was undertaken by members of the Council between May and the beginning of November. A party of four, including the Chairman and Secretary, visited Canada to examine the teaching of the second language in the elementary schools of Montreal and discuss research into language teaching with experts in linguistics at the universities of Montreal and Laval (Quebec); they then joined representatives of the Central Advisory Council (England) for joint visits to schools and university teacher-training institutions in Madison (Wisc.), Atlanta, San Francisco, Los Angeles and New England. Other parties visited Switzerland, the Danish/German frontier region, Finland and Belgium to gather information on the primary school system, methods of second-language teaching and teacher-training.

### c. THE SCHOOLS

#### *School Population*

18. The number of pupils in maintained primary and secondary schools in January 1965 was 447,848 (445,399 in 1964). Of these, 24,377 were under five years of age and 178,681 were in secondary schools (20,851 and 179,436 in 1964). There were 1,655 pupils in the four direct grant grammar schools (1,789 in 1964) and 13,731 pupils were in independent schools (14,421 in 1964).

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\* *Education in 1964*, H.M.S.O., 9s. 6d.

### *Provision of New Schools*

19. The major building programme for Wales for 1965–66 included 35 primary and 21 secondary school projects at a total cost of £5.3m. These will provide 8,670 primary and 5,935 secondary places. The allocation for 1966–67 was £5.4m. During the year under review, work valued at approximately £2.3m. was started. At the end of the year, major primary and secondary projects to the value of £6.5m. were under construction; these were designed to provide 2,030 primary and 9,625 secondary places. Buildings for 11,915 new school places were taken into use during the year, making a total of 202,840 new places provided in Wales since the end of the war.

### *Educational Building*

20. The Consortium of Local Authorities in Wales (CLAW) published its third annual report in September and in it disappointment was expressed that the County Councils of Caernarvonshire, Denbighshire, Flintshire, Merionethshire, Montgomeryshire, Radnorshire and Pembrokeshire had not yet made application for membership. It was decided by the elected members at their annual meeting that a deputation comprising the chairman and appropriate officers should endeavour to visit each of the non-participating authorities.

21. During 1964, preliminary investigations into the introduction of dimensional co-ordination had been made, linked with standard planning and briefing notes for a variety of buildings. During the current year, it was decided to link this work further with work on standardisation of building components, and a select sub-committee was appointed by the Board of Chief Architects of the Consortium to formulate proposals, in collaboration with the Department. Consideration was to be given to methods of standardising departmental costing and productivity; the introduction of speedier contract formalities; progress programming and advance management techniques. It was proposed that bulk tenders should be extended to include fixed furniture, suspended ceilings, proprietary shelving as well as fencing, gates and cycle accommodation. Attention was also to be given to the possibility of authorities sharing resources in the form of specialist staff, computers and technical libraries.

### *Closure of Schools*

22. During the year 19 schools, including eight voluntary schools, were closed; eleven were in rural areas. Nine were closed because of low numbers, six on the opening of new schools and four as a result of reorganisation.

### *Supply of Teachers*

23. In January 1965, there were 19,641 teachers in maintained (excluding nursery and special) schools (19,385 in 1964). The number of teachers fixed by quota for authorities in Wales for January 1966 was 19,422 (19,353 for January 1965). The average number of pupils per full-time teacher was 22.8 (23 in 1964). The ratio in England was 25.0. The staffing ratio of schools maintained by local education authorities thus continued to be appreciably more favourable than that of schools in England.



### *Voluntary Schools*

24. At the end of the year there were 413 voluntary schools in Wales. 158 were aided and 255 controlled.

25. Maintenance contributions under section 102 of the Education Act 1944 amounted to £36,828. Instalments of grant towards the cost of transferred and substituted schools totalled £17,692 and for schools for displaced pupils £52,402. Grants of £234,726 were paid under section 1(2) of the Education Act 1959 towards the cost of aided secondary school provision to match primary school provision. Roman Catholic schools received £307,363 and Church in Wales schools £34,285.

### *Provision for Handicapped Pupils*

#### *School for Deaf Children, Llandrindod Wells*

26. At its June meeting, the Welsh Joint Education Committee resolved that steps should be taken to provide a new school for deaf pupils in Wales to replace the school in Llandrindod Wells. This accorded with the principal condition which the Secretary of State had attached to his approval of the Committee's proposal, mentioned in last year's Report, that the school in Llandrindod Wells should be concentrated within one of the two converted hotel buildings it occupied. At a conference of representatives of Welsh local education authorities convened by the Committee in July, a motion was adopted that the proposed new school should be sited in South Wales. During the latter part of the year, the report of the conference was being considered by the Committee, through its Special Services Sub-Committee, with special reference to questions of size, organisation and administration of the new school.

### *Independent Schools*

27. No new applications for registration under the provisions of Part III of the Education Act 1944 were received. Two finally registered schools were closed and one was recognised as efficient.

28. At the end of October there were 44 schools in Wales finally registered under the Act.

## **d. FURTHER EDUCATION**

29. The Further Education major building programme for 1965-66 contained nine projects costing in all over £1.4m. It comprised six projects to provide additional accommodation at technical colleges and colleges of further education, two projects for the replacement of existing premises and a project for the provision of a combined Further Education and Youth Centre at Llandrindod Wells in converted hotel premises no longer required by the Welsh Joint Education Committee for their residential school for deaf children. Work on some of these projects and also on some appearing in earlier building programmes had to be deferred as a result of the moratorium on new building projects in a number of fields, including further education, announced by the Chancellor of the Exchequer on 27th July, 1965. Projects which were not affected included one to replace and enlarge the Swansea College of Further Education, additional administrative, communal and teaching accommodation at Bangor Technical College,

Caernarvonshire, additional teaching and workshop accommodation at the Pontypridd College of Further Education in Glamorgan, and extensions to provide workshops at Ammanford Technical College, Carmarthenshire.

30. Early in 1965, the 1966-67 major building programme, comprising 14 projects at a cost of £1.6m., was announced.

### *Mid Wales Developments*

31. A Rural Technical College was opened at Brecon early in the year. This, together with the Further Education Centre at Llandrindod Wells mentioned above, and those already established at Aberystwyth, Cardigan, Felinfach (Cards.) and Newtown (and the proposed centre at Dolgellau) now provide a fair range of facilities in Mid Wales.

### *Industrial Training Act*

32. The education members of the Welsh Committee of the Industrial Training Council were active in the Committee's discussions on the links between further education and training at all levels including management courses.

33. Many technical colleges accepted increased enrolments following the implementation of the Act. The increases were lower than expected although there were significant increases in construction craft classes.

34. Two colleges offered courses for the training of training officers but only one college (Treforest) was able to start and, even there, the enrolments were disappointingly low.

35. Local education authorities and principals co-operated closely with various industries throughout Wales in providing facilities for integrated apprenticeship training, and some colleges were actively engaged in making arrangements to accept students in group apprenticeship schemes.

### *Industrial Liaison Officers*

36. Progress was made in Wales with the scheme, sponsored by the Ministry of Technology and the Department, for promoting closer links between education and industry by the appointment of industrial liaison officers. Such officers had by the end of the year already been appointed, and were in post, at the Welsh College of Advanced Technology, the Swansea College of Technology and Flintshire Technical College. Appointments were expected to be made at Newport and Monmouthshire Joint College of Technology and Glamorgan College of Technology, Treforest.

### *Adult Education*

37. Grants amounting to £93,950 for the academic session 1964-65 (as compared with £85,385 for 1963-64) were made to the seven responsible bodies providing courses of liberal adult education in Wales. In the 1964-65 session student numbers showed an increase from 24,673 in 1963-64 to 25,653.

38. As a result of further discussions between the Department and Coleg Harlech on the College's development plan, provisional agreement was reached in November on the form and design of the new buildings for the College. These will provide 100 new study bedrooms, with communal dining and kitchen facilities and additional accommodation for teaching and administrative staff. When the building is completed it will be possible to dispense



with all substandard hatted accommodation, and for the greater part the College will be housed in new, purpose-built premises.

39. The end of 1965 saw the retirement, after twenty-one years of unbroken service, of Mr. Davies Thomas, founder and editor of *Lleufer* (The Light-Bearer), a quarterly publication of the Workers' Education Association in Wales. It is published entirely in Welsh for W.E.A. members, has a circulation of over 1,200 and is completely self-supporting.

### *Youth and Adult Welfare*

40. Under the Physical Training and Recreation Act, 1937, two offers of grant amounting to £4,506 were made during the year towards the cost of community centres and village halls, and 30 offers of grant totalling £68,867 towards playing fields and other sports projects. Three grants, amounting to £1,900, were made to Welsh national voluntary organisations.

### *Youth Service in Wales*

41. Owing to the restrictions on capital expenditure, the amount of capital investment for Wales for the building programme for 1966-67 was £150,000 as compared with £300,000 for 1965-66. The programme, which was announced in August, included six local education authority proposals for general youth clubs, one voluntary youth club and one sports project.

42. During the year, 19 offers of grant totalling £37,146 were made under the Social and Physical Training Grant Regulations, 1939, towards the provision of premises and equipment for youth clubs provided by voluntary organisations. Offers of grant totalling £20,550 were made to Welsh national voluntary youth organisations and a special grant of £960 was made to the University College of Swansea for research concerned with small groups within the larger youth organisation.

### *Sport*

43. In 1964, a Conference representative of all interested parties had met in Cardiff to consider a report, *Sports Facilities in Wales*,\* prepared by the Welsh Committee of the Central Council of Physical Recreation. The Conference unanimously approved the report and its recommendations, and a Steering Committee was appointed to consider ways and means of implementing them. The report had expressed particular concern at the apparent lack of co-operation and consultation in the planning, provision and use of facilities for physical recreation. The first task of the Steering Committee was to invite all local authorities in Wales to supply information about the major facilities (including swimming baths, sports halls, stadia and athletic tracks) that had already been provided within their areas, and to give an outline of their tentative programmes for development of additional major facilities in the next ten years. The Committee urged that, in planning for the future, there should be the fullest co-operation between neighbouring authorities to guard against over-provision of expensive facilities, and to ensure that the needs of all sections of the community were kept in mind. It was hoped that in the light of the replies, it would be possible to draw up a plan for the whole of Wales.

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\* Central Council of Physical Recreation (Wales), 3s. 6d.



44. The Steering Committee also commended to Mr. Howell, the Conference's recommendation that there should be a national recreation centre for Wales. Mr. Howell accepted in principle, and subject to the necessary funds being made available, that there should be such a centre, and that it should be situated in or near Cardiff. The City of Cardiff Corporation agreed to make available a site near the city centre. Preliminary plans were drawn up for a centre, to comprise a sports hall, gymnasium, teaching/training swimming pool, squash courts, lecture room, refreshment facilities and offices and meeting rooms for the Central Council of Physical Recreation and governing bodies of sport together with residential accommodation for 60 people.

### *Training of Teachers*

45. In response to the Secretary of State's appeal, in the spring, to all colleges of education to increase further the numbers of students to be accepted in the forthcoming academic year, the Welsh colleges promised, by various means, to achieve a total increase of over 200 students. Subsequently, the colleges were invited to consider further proposals from the Department for achieving a greater output of trained teachers by means of more productive use of their facilities, designed to achieve a 20 per cent increase in intake by 1968-69. The replies from the Welsh colleges indicated that a yet further increase of intake, to the extent of some 350 additional students, might prove feasible.

46. In the summer, a total of 1,091 students from the colleges of education were presented for first examination by the University of Wales School of Education, and of these 1,037 (95.1 per cent) passed. The comparable figures for 1964 were—1,073 presented, 1,044 (97.3 per cent) passed. Including graduates undertaking a year's course of professional training at the four University Departments of Education, and students at the two Colleges of Art, a total of 1,698 students (1,637 in 1964) successfully completed their courses of training and were recommended to the Department for recognition as qualified teachers. The figures included 73 from the two Colleges of Art and 564 from the University Departments of Education.

47. Five supplementary courses were conducted in Wales during the 1964-65 session. Since the recruitment situation was satisfactory, the supplementary course in physical education (for women) at Glamorgan College of Education, previously discontinued because not enough students applied, was reintroduced. These courses were attended by 79 students: 25 for physical education (men), seven for physical education (women), 17 for arts and crafts, five for mathematics and 25 for teaching handicapped pupils.

48. The number of short refresher courses, lectures and conferences for serving teachers organised by the collegiate faculties was 121 in 1964-65 (127 in 1963-64).

49. The number of candidates seeking recognition of proficiency in bilingualism was 284, and 269 of them qualified to have their Teacher's Certificate so endorsed. These Certificates will not be endorsed in future years but a Certificate of Proficiency in Bilingual Teaching will be awarded instead.

50. Early in the 1965-66 session, the University Faculty of Education resolved to begin a new survey of teaching practice, which would deal with



questions of student numbers, traditional and current usage and possible modifications, and the boundaries between areas allocated to the different collegiate faculties for school practice purposes.

51. New thought was given during the year to the character of advanced main courses in colleges of education. The circumstances which led the University Faculty of Education in 1959 to restrict provision of advanced main courses in certain subjects have been largely removed owing to the expansion of the colleges since that date, and it is now felt that all colleges which can provide advanced main courses in those subjects ought to be allowed to do so, though there must be some limitation if a subject makes very large demands on capital expenditure. Accordingly the restrictions on the provision have been removed, except in physical education courses, which will continue to be available only at Cardiff for men and at Barry for women.

*Welsh Joint Education Committee* (see also paragraphs 10 and 26 above)

52. For a number of years some of the North Wales authorities have joined in a scheme to produce general reading books in Welsh for school pupils. Following a conference convened on a national basis at the end of 1964, the Committee was asked to take over the Welsh Children's Books Scheme and to administer it on a national basis. The Committee has agreed, in principle, to take over the scheme and is now consulting the authorities concerned about its future operation.

53. In April 1964, a national conference convened by H.M. Chief Inspector for Wales to discuss the application of audio-visual aids to the teaching of Welsh had decided to ask the Joint Committee to establish a central audio-visual aid unit to serve the whole of Wales. The Committee accepted this recommendation in principle and early in 1965 established a special panel to undertake the following tasks:—

- (a) to produce a standard model of spoken Welsh which could be used for teaching Welsh as a first and second language ;
- (b) to undertake preliminary work on the production of a four-year course for teaching Welsh as a second language in primary schools, using film strips and tape recordings.

54. The panel made good progress on the production of a standard form of spoken Welsh and this should be ready for use in the spring of 1966. Preliminary work on the production of audio-visual material to accompany the language course indicated the urgent need for establishing a central unit. The Joint Committee decided to ask one of the Welsh authorities to undertake the establishment of a unit to serve the whole of Wales.

55. Early in the year the Joint Committee, in conjunction with the University of Wales, convened a conference to consider the need for establishing a national committee to co-ordinate the activities of the local education authorities, the University of Wales Extension Board, the W.E.A., and other bodies concerned with the provision of adult education in Wales. The co-ordinating committee has now been established and will shortly begin its survey of the activities of all the responsible and voluntary bodies in the field of adult education.

56. A conference, sponsored by the Welsh Joint Education Committee with the support of the Department, of all bodies in Wales who are concerned with the in-service training of teachers met in Shrewsbury in March 1965. A working party was set up to help with the arrangement of science courses in the Principality and to consider the possibility of establishing science centres.

57. In its capacity as a regional advisory council for technical education, the Joint Committee undertook a survey of the public relations of the constituent authorities. In the light of the survey, the Committee will consider what action it should take to co-ordinate the public relations activities of the authorities.

### *Public Libraries*

58. The Public Libraries and Museums Act 1964 came into force on 1st April, 1965. Before the former Public Libraries legislation was repealed, the Holywell Urban District Council relinquished its powers to the county council on 31st March. Orders under section 6(5) of the new Act were made confirming resolutions of the boroughs of Montgomery and Welshpool and the urban district of Mold to relinquish their library powers.

59. Reference was made in paragraph 13 above to the appointment by the Secretary of State of a chairman for the Library Advisory Council for Wales which is provided for in section 2 of the Act.



## SECTION V

# FINANCE AND GENERAL

### Introduction

1. In this final section are gathered together all the matters which are common in various ways to the whole education service. Under finance, an account is given of public expenditure, developments in respect of teachers' salaries and superannuation, grants to students and educational building. Then follows a general heading covering notes on research, audio-visual aids, statistics, automatic data processing, the Department's library and information services. Finally, education and cultural activities in the international field are reviewed.

### 1. Finance

#### a. PUBLIC EXPENDITURE

2. In 1964-65 public expenditure on education in Great Britain was nearly £1,450m., compared with slightly over £500m. ten years earlier. The main items were as follows:—

TABLE 17. *Summary of public authorities' educational expenditure*

£ million

	Current	Capital	Total
<i>England and Wales</i>			
Local Education Authorities ... ..	942.2	146.7 <sup>(1)</sup>	1,088.9
Department of Education and Science ...	42.5	24.1	66.6
<i>Scotland</i>			
Education Authorities... ..	108.8	23.0 <sup>(1)</sup>	131.8
Education Department ... ..	15.7	3.1	18.8
<i>University Grants Committee</i>			
In England and Wales ... ..	73.9	50.2	124.1
In Scotland ... ..	13.0	6.0	19.0
<i>Total</i>			
England and Wales ... ..	1,058.6	221.0	1,279.6
Scotland ... ..	137.5	32.1	169.6
Total Great Britain ... ..	1,196.1	253.1	1,449.2

(1) From revenue and loans.

The above figures exclude expenditure of £90.5m. (£79.1 current and £11.4 capital) on school meals and milk in Great Britain.

### *The Department's Votes*

3. Responsibility for the arts, hitherto that of the Treasury, was added to the Department's responsibilities for education and science on 1st April, 1965, and from that date the Department assumed accounting responsibility

for the Grants for the Arts Vote. This means that the Department's Votes now cover three main categories: education, science and the arts. This Report however deals with education only and the table below excludes expenditure under the last two headings. The figure for "Grants to Other Bodies" in the 1964-65 column includes grants to the Colleges of Advanced Technology, the College of Aeronautics and the Royal College of Art. As from 1st April, 1965, Vote provision for these colleges was transferred to the Vote for Universities and Colleges, etc., Great Britain, and is thus included in the 1965-66 figures for "Universities and Colleges".

TABLE 18. *Expenditure and receipts on the Department's Vote*

Expenditure	£m.		Remarks
	1964-65 (gross)	1965-66 (gross estimate)	
1. Administration ... ..	4·6	7·2	
2. Grants to Local Education Authorities	75·8	85·8	Mainly school meals and milk
3. Grants to Other Bodies ...	59·4	44·5	Includes loans to voluntary schools
4. University Awards ... ..	3·4	2·5	
5. Universities and Colleges ...	143·1	196·0	
6. Teachers' Superannuation ...	47·8	51·4	
	334·1	387·4	
7. Receipts ... ..	57·2	66·8	Mainly superannuation contributions from teachers and employers

4. Grants to local education authorities for school meals were increased for 1965-66 because the school population continued to rise and there was a bigger demand for school dinners. It was also necessary to provide for increased costs and wages and more expenditure on buildings and equipment. Grants to other bodies included increased provision for further education, training of teachers, the Youth Service, physical training and recreation and educational research.

*Expenditure by Local Education Authorities*

5. In the financial year 1964-65 the expenditure of local education authorities in England and Wales on education services, excluding school meals and milk but including £15·2m. capital expenditure from revenue, increased to £957m. compared with £893m. in 1963-64. This increase of £64m. (7·2 per cent) reflects partly rises in costs but to a greater extent increased demand and further expansion of the service. The 1963 Report\* mentioned that from 1964-65 the local education authorities would submit to the Department a more detailed financial return. The form of this improved return does not allow of precise direct comparisons with 1963-64.

\* Chapter XIV, paragraph 8.



Nevertheless substantial increases in expenditure in 1964-65 occurred in awards to students at universities and at further education establishments (about 20 per cent), in the training of teachers (18 per cent) and in the provision of further education (11 per cent). The cost of primary and secondary schools rose by 4 per cent, and there were increases of 8 per cent and 10 per cent respectively in the cost of the maintenance allowances payable to children remaining at school beyond the compulsory school age and in the provision of transport between home and school. Further progress in the provision of new or improved educational buildings and equipment led to a rise of 14 per cent in loan charges.

6. Exchequer assistance towards local authority expenditure is given through the general grant paid by the Ministry of Housing and Local Government under the Local Government Act, 1958. The general grant for 1964-65 was based on estimates of local authority expenditure which included £944m. for education, after allowing for increases in costs which had become apparent by the autumn of 1964. The general grant for 1965-66 and 1966-67 was fixed in the autumn of 1964, after taking into account estimated expenditure on education of £1,023m. and £1,081m. respectively. Subsequent increases in pay and prices led to negotiations in the autumn of 1965 between the authorities and the government departments concerned, and the total rises in costs which were then taken into account included £87m. and £94m. respectively for education. Of the increase for 1965-66, £62.6m. represented the cost of higher salary scales effective from 1st April 1965, for teaching staffs in schools, further education establishments and colleges of education ; £3.1m. related to other pay awards ; and £21.3m. to other cost increases, including an increase of £4.9m. in respect of the higher rates of grant payable to university and other award holders from the beginning of the academic year 1965-66.

### Inter-Authority Payments

7. Under the chairmanship of the Department's Accountant General, the Local Education Authorities Committee on Inter-Authority Payments\* advises on recoupment and recommends the rates to be used for inter-authority adjustments. The following tables show the rates which have been recommended.

TABLE 19. *Costs per pupil*

(for adjustments in respect of primary and secondary school pupils living in one area and educated in another)

						Financial Year			
						1962-63	1963-64	1964-65	1965-66
						£	£	£	£
Primary Pupil ...	...	...	...	...	...	65	70	71	80
Secondary pupil aged under 15	...	...	...	...	...	104	107	—	—
"      "      "  15 or over	...	...	...	...	...	181	188	—	—
"      "      "  under 16	...	...	...	...	...	—	—	121	140
"      "      "  16 or over	...	...	...	...	...	—	—	242	280

\* Acting under section 6 of the Education (Miscellaneous Provisions) Act, 1948, for primary and secondary education, and under section 7 of the Education (Miscellaneous Provisions) Act, 1953, for further education.

8. For 1964–65 and subsequent years the point of division for secondary school pupils was changed from 15 to 16. In recommending this change the Committee noted that under the Education Act, 1962, the age of 15 no longer corresponded with the age of compulsory school attendance. They considered, too, that division at age 16 most nearly reflected the increase in the cost of educating a secondary school pupil when he commenced sixth form work.

TABLE 20. *Costs per student hour*  
(for recoupment payments for further education)

					Academic Year		
					1962–63	1963–64	1964–65
<i>Technical and Art Colleges</i>							
School level work	...	...	...		4s. 3d.	4s. 6d.	5s. 2d.
Intermediate level work	...	...	...		5s. 7d.	5s. 10d.	6s. 9d.
University level work	...	...	...		10s. 6d.	11s. 0d.	12s. 5d.
<i>Farm Institutes</i>							
Boarding	...	...	...	...	£160 per year	£166 per year	£170 per year
Tuition (a)	...	...	...	...	£340 per year	£356 per year	£410 per year
or (b)	...	...	...	...	5s. 3d.	5s. 6d.	6s. 4d.

*Cost Investigation Unit*

9. As the result of the preliminary work carried out in the previous year, investigations were undertaken into the cost incurred in running residential special schools for maladjusted children maintained by various voluntary bodies as well as by local education authorities. In a number of cases, it was possible to recommend improved methods by which increased efficiency and greater value for money could be achieved without impairing the general standards of education and service.

10. With the co-operation of the local education authorities concerned, comprehensive statistics regarding the current expenditure, income, usage and resources of all county agricultural institutes were collected. Towards the end of the year this information was being analysed and tabulated with the aim of circulating to the authorities and institutes concerned statistical summaries and cost statements to assist them in their management of these establishments. Further, more detailed, examination of the costs of particular aspects of the maintenance of these institutes will follow.

11. Increasing attention is being paid to the problem of economic efficiency in education. Preliminary study began into the possibility of devising new cost analysis techniques that might be valuable in this field. A scheme was initiated to create a financial model of one or more schools of common type and size with the aim of seeing to what extent, by varying the different inputs, it might be possible to utilise in a more efficient way the resources being employed. It was proposed that this initial project should be related to the secondary education system.

*Economic Planning*

12. The forward projection of the cost implications of educational policies has long been a task of the Department. In 1965 the Department prepared



much more detailed material for Chapter 21 of the National Plan.\* In the Plan allowance is made for a growth in education expenditure for Great Britain of 32 per cent, in real terms, between 1964-65 and 1969-70. This is disposed amongst the main parts of the education service as follows:

TABLE 21. *Estimated public expenditure on education : analysis by function*  
(Great Britain)

	1964-65		1969-70	Increase 1964-65 to 1969-70	
	Total	Of which Local Authorities	Total		
	£ million, constant prices				Percentage
Schools ... ..	841	815	1,065	224	27
Further education ... ..	149	141	235	86	58
Teacher training ... ..	56	36	87	31	55
Universities ... ..	200	28	267	67	33
Imputed rent (1) ... ..	55	55	68	13	24
Other education ... ..	58	54	81	23	40
Departmental administration ... ..	6	—	7	1	17
School meals and milk ... ..	93	93	113	19	20
TOTAL ... ..	1,459	1,223	1,923	464	32

(1) Estimates of imputed rents are based on rateable value. They represent the rent which local education authorities would have to pay for the buildings which they own and occupy if they did not in fact own them.

13. The Plan draws particular attention to the demands of the education service not only for money but for manpower. It estimates that the total increase in teaching staff employed in all schools, colleges and universities in Great Britain, between 1964 and 1970, will be just over 100,000, in terms of full-time equivalents. This is about one quarter of the number employed in 1964, and would take nearly two-fifths of the increase during the period in the number of people in the working population with full-time higher education. Substantial increases in non-teaching staff are also forecast, and the conclusion is drawn that the heavy call that all these manpower demands will make during the Plan period could impose some constraint upon the planned development of the education service.

14. The Department has also found itself involved more and more in the work of the Organisation for Economic Co-operation and Development which, since the Washington Conference of July 1962, has devoted a growing share of its resources to the study of educational investment planning. O.E.C.D. is primarily concerned with economic matters, including the problems of economic growth, with which the educational system is intimately concerned if only because it is the producer of the large numbers of qualified people at all levels which the economy increasingly needs and demands. The Department has played a full share in the discussions of the Organisation on planning and investment and in the studies being conducted into key problems

\* Cmnd. 2764, H.M.S.O., £1 10s. 0d.

of resource allocations to education—teachers, buildings and finance—as well as into the development of a better system of international educational statistics.

15. In domestic as in international matters, the planning activities of the Department have grown substantially and to assist in this work the Accountant General's staff has been augmented by an Economic Adviser and a Planning Officer.

#### b. TEACHERS' SALARIES AND SUPERANNUATION

##### *Negotiating Machinery*

16. The Remuneration of Teachers Bill, which was described in the 1964 Report\*, received the Royal Assent on 23rd March and became the Remuneration of Teachers Act 1965†. Under the Act three committees, including representatives of the Secretary of State on the management panels, were constituted to negotiate the salaries of teachers in maintained primary and secondary schools, in establishments of further education, and in farm institutes respectively. Mr. D. T. Jack and Mr. J. S. Wordie were appointed chairman and alternate chairman of all three committees. The Secretary of State and the local education authorities, as well as the teachers' organisations, were anxious that salary negotiations within the framework of the new Act should get under way as soon as possible and three non-statutory meetings of the Primary and Secondary Committee had already been held before the Bill received the Royal Assent. On 2nd April the new Burnham Primary and Secondary Committee met for the first time in their statutory capacity. The management panel and the teachers' panel were unable to agree on a new salary award, and in accordance with the procedure introduced by the Act the matter was referred to arbitration and was heard on 5th July. The arbitral body, appointed by the Minister of Labour, reported its findings to the Secretary of State on 15th July; and within a few days he announced that he was proceeding straight away to draft the necessary statutory document giving effect to the recommendations of the arbitrators. The Primary and Secondary Committee subsequently considered and commented on the draft the Secretary of State had submitted to them, and at the same time reached agreement on certain matters which had been referred back to them by the arbitral body. The new salary scales for teachers in primary and secondary schools were brought into effect, retrospectively, from 1st April 1965 by the Remuneration of Teachers (Primary and Secondary Schools) Order 1965‡ which was made on 10th September and came into operation the following day.

17. Negotiations affecting the teachers in establishments of further education began with the first meeting of the new Burnham Further Education Committee on 29th April. Final negotiations were delayed for some three weeks because of developments in the Government's incomes policy relating to the introduction of an early warning system. On 6th October, however, the Committee reached an agreed settlement. On the same day the new Farm Institutes Committee had its first meeting and reached agreement on new salary scales. The Pelham Committee, which is outside the provisions of the Remuneration of Teachers Act 1965, met on 4th October and reached

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\* Section V, paragraphs 15 and 16.

† 1965, ch. 3, H.M.S.O., 9d.

‡ S.I. 1965/1682, H.M.S.O., 3d.



agreement on increases for the teaching staffs of colleges of education. The effect of these three agreements was, as in the case of the increase for school teachers, retrospective to 1st April 1965. Salary documents setting out the provisions of these agreements were prepared and after the necessary formal steps (which differ as between the Pelham and the other two Committees) were all in the Secretary of State's hands in final form by 28th October. They were published on 29th November and, as far as teachers in establishments of further education and in farm institutes were concerned, were given statutory effect by the Remuneration of Teachers (Further Education) Order, 1965\*, and the Remuneration of Teachers (Farm Institutes) Order, 1965†, which came into operation on 1st December.

### *Increases in Teachers' Salaries*

18. The recommendations of the arbitral body regarding the salaries of teachers in primary and secondary schools involved an additional cost of salaries alone of full-time qualified teachers of some £44½m., an increase of about 13 per cent. The agreements reached in the Burnham Further Education and Farm Institutes Committees and the Pelham Committee involved percentage salary increases of a similar order.

19. The recommendations of the arbitral body provided for important changes in the pattern and structure of school teachers' salaries. Head teachers were henceforth to be paid on separate scales reflecting the numbers and ages of their pupils, instead of having head teacher allowances added to their salaries as assistant teachers. Secondly, an incentive to assistant teachers to improve their professional abilities was provided by the introduction of a personal addition of £50 per annum, in substitution for the former training increments, for certain selected courses and qualifications, including the post-graduate teaching certificate. A significant innovation was also agreed by the Burnham Further Education Committee in the provision for a new grade of reader to encourage the development of advanced work and research in technical colleges. The Pelham Committee also agreed on a change in the salary structure for which they are responsible, in that principals were to be paid on specified scales related to the number of students; hitherto the salaries of principals had been agreed individually between their employers and the Secretary of State.

20. The Burnham Primary and Secondary Committee agreed to set up a working party of representatives from both panels to consider:—

- (1) Problems of safeguarding salaries arising from reorganisation of secondary schools.
- (2) The possibility of establishing national scales for part-time teachers.
- (3) The basis of calculating unit totals (which govern responsibility payments) including the relationship between primary and secondary schools and the corresponding arrangements relating to special schools.

21. The Burnham Further Education Committee also established a working party to consider how the grading of posts and departments and the salaries of principals in establishments of further education might in future be determined.

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\* S.I. 1965/2030, H.M.S.O., 3d.

† S.I. 1965/2029, H.M.S.O., 3d.



## *Widows' Pensions*

22. The 1964 Report mentioned\* that the official working party on pensions for widows, widowers, children and other dependants of teachers in England and Wales had reached an advanced stage in the preparation of its report. Early in the year the working party completed its task and submitted its report, which was published on 4th February†.

23. The schemes outlined in the report were similar to, but not identical with, schemes which were put into operation for Scottish teachers on 1st April. The maximum widows' pensions suggested were the same as those in other public service widows' pension schemes: one-third of the main scheme pension to which the teacher was or would have been entitled at the date of his death. Additional flat-rate pensions were proposed in respect of dependent children. Basically the widows' pension scheme would be financed by contributions by the teachers at the rate of two per cent per annum of salary, which would qualify for income tax relief. These contributions would be paid into a fund which would be invested and valued by the Government Actuary at intervals of five years. Membership would be compulsory for men teachers entering pensionable service three years or more after the scheme came into operation. Teachers already in service would have an option whether or not to join and, if they joined, whether to discharge their liabilities in respect of past service by additional annual contributions, or by deduction from lump sum benefits, or both. Those with more than ten years of past service would be able to choose how much of the excess they wished to cover. A separate voluntary scheme, open to both men and women teachers in pensionable service, was proposed for dependants not covered by the widows' scheme.

24. Following widespread consultations the Secretary of State announced in July that it was clear that the great majority of teachers and their employers were in favour of implementing the schemes proposed in the report. The earliest opportunity was taken of introducing the necessary enabling legislation. (See next paragraph.)

## *The Teachers' Superannuation Act 1965‡*

25. A Teachers' Superannuation Bill was introduced in the House of Commons on 10th November; its progress through Parliament was rapid and it received the Royal Assent on the 22nd of December. The Act served two main functions. It enabled the Secretary of State to make regulations to implement the schemes of pensions for the widows, widowers, children and other dependants of teachers referred to in paragraph 23 above. It also reformed the law relating to teachers' superannuation, which for many years had been spread among about ten statutes and nearly 100 statutory instruments and was, therefore, in a highly complex and unsatisfactory state. The main changes affecting the existing law will not take place, however, until the Secretary of State makes regulations under section one of the Act, which will automatically replace the majority of the statutory provisions involved. This will put teachers' superannuation on the same footing as other public service pension schemes which, except the Civil Service, are now mainly on

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\* Section V, paragraph 17.

† *Family Pension Benefits for Teachers in England and Wales*, H.M.S.O., 3s. 6d.

‡ 1965, ch. 83, H.M.S.O., 1s. 6d.



a regulation basis, and will enable minor changes to be made where necessary without recourse to the full procedure of an amending Act. The Act left untouched the existing statutory enactments which deal with the principal financial provisions of the teachers' superannuation scheme, that is the rate of contributions, the arrangements for actuarial valuations and the means of meeting deficits. The only change of importance which had immediate effect when the Act was passed related to the arrangements whereby teachers may pay superannuation contributions to cover intervals in pensionable service, usually while teaching overseas. Formerly, contributions were based on salary received immediately before the interval and this, with rising salaries at home, had a detrimental effect on superannuation benefits if the teacher did not return to ordinary service owing to death, breakdown or retirement. The Act remedied this by providing that both contributions and benefits should be based on the salary the teacher would have received had he continued in his former employment.

26. The first task after the Act was passed was to complete the drafting of regulations to inaugurate schemes of pensions for the widows, widowers, children and other dependants of teachers and at the end of the year the drafting had reached an advanced stage; it was planned to introduce the schemes from 1st April, 1966. The Act enabled the regulations which will replace most of the existing statutory enactments to be made at a later date.

#### *The Pensions (Increase) Act 1965\**

27. The Pensions (Increase) Act, 1965, which also received the Royal Assent on 22nd December, provided for the payment to teachers and other public service pensioners, as from 1st January, 1966, of increases of pension designed to offset the rise in the cost of living over the last few years. The increases took the form of a sixteen per cent addition on all pensions begun before 2nd April, 1957, with a progressively reducing addition for later retirement up to 1st April, 1964, the smallest increase being two per cent. The Act included a special provision relating to teachers and others which was designed to remove anomalies in a small number of cases when pensions had been re-assessed after re-employment; and also enabled regulations to be made which would confer appropriate increases on teachers who had been employed in the College of Domestic Arts of South Wales and Monmouthshire.

#### *Superannuation of Part-time Teachers*

28. On 20th April the Secretary of State announced that with the support of the teacher and local authority associations he was setting up an official working party to explore how pension rights could be extended to part-time teachers. By the end of June, membership, comprising representatives of the Department, the Government Actuary's Department, the local authority associations, the Inner London Education Authority and the teachers' organisations, was complete. The terms of reference of the working party required it to consider whether, and on what terms, the service of part-time teachers might become pensionable within the teachers' superannuation scheme; to examine any adjustments in the present arrangements for full-time teachers

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\* 1965, ch. 78, H.M.S.O., 1s. 6d.



that might be necessary to extend pension rights to part-time teachers ; and to make recommendations for consideration by the bodies represented on the working party. At its first meeting in October, the working party identified a number of issues requiring detailed consideration and decided that its operations would need to run in parallel with the Burnham Committee's consideration of the question of part-time teachers' salaries.

### *Statutory Instruments*

29. In April the Secretary of State made the *Superannuation (Teaching and Public Boards) Interchange Rules 1965*.<sup>\*</sup> Their main purpose was to bring within the arrangements for interchange of pensions rights between teaching and various public boards, pensionable employment under certain bodies not previously included i.e. the Agricultural Research Council, the Commonwealth War Graves Commission, the Crown Agents for Overseas Governments and Administrations, the Kingston-upon-Hull Telephone Undertaking, the Independent Television Authority, the Central After-Care Association (England and Wales), the National Association of Discharged Prisoners' Aid Societies (Incorporated), the Metropolitan Water Board, the National Industrial Fuel Efficiency Service and the Commonwealth Institute. At the same time, the rules brought up-to-date and consolidated the original rules of 1951 as amended in 1952, 1957 and 1961. In July a further set of interchange rules, the *Superannuation (Teaching and Belfast Corporation) Interchange Rules 1965*,<sup>†</sup> was made by the Secretary of State. When the *Superannuation (Teaching and Northern Ireland Local Government) Interchange Rules* were made in 1963 it was not possible to arrange for preservation of the pension rights of teachers who transferred from contributory service under the Teachers (Superannuation) Acts to pensionable employment under the Belfast Corporation and vice versa. The Corporation's Superannuation Scheme was amended in July to provide for preservation of superannuation rights in these circumstances and the 1965 rules, which have the effect of applying the rules of 1963 to local government in Belfast, made provision for the appropriate complementary arrangements.

30. With the admission of colleges of advanced technology to the Federated Superannuation System for Universities (paragraph 33) the opportunity was taken to correct an anomaly affecting a number of teachers who elected to transfer from the Teachers (Superannuation) Acts. Although, broadly speaking, the Acts make adequate provision for the preservation of all past superannuation rights in the case of transfer to the F.S.S.U., those who were "buying in" a period of previous employment in industry or elsewhere by means of additional annual contributions were in the unfavourable position of being required to discharge their liability by means of a lump sum, on which no income tax relief would be allowed. The Secretary of State accordingly made the *Teachers Superannuation (Previous Employment) Amending Rules 1965*<sup>‡</sup> in April, which had the general effect of enabling teachers who were "buying in" such service and who, on transfer to university employment, became subject to the F.S.S.U., to continue paying annual contributions to the Department based on their university salaries. The amending rules also extended the time within which application may be made.

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<sup>\*</sup> S.I. 1965/1023, H.M.S.O., 1s. 6d.

<sup>†</sup> S.I. 1965/1421, H.M.S.O., 3d.

<sup>‡</sup> S.I. 1965/1022, H.M.S.O., 3d.



31. Minor changes in the arrangements for allocation of pension came into operation in March, when the Secretary of State made the *Teachers Superannuation (Allocation of Pension) Amending Rules 1965*.<sup>\*</sup> The rules removed the lower limit on the amount of pension the teacher could surrender in return for benefits for a spouse or other dependant, and made less restrictive the provision for the continued validity of an allocation declaration in cases where the amount of a teacher's pension was subsequently altered. Further small changes in the Teachers Superannuation Rules were included in the *Teachers Superannuation Amending Rules 1965*† made by the Secretary of State in April. The amending rules removed the requirement that fees charged for medical reports on teachers who applied for infirmity benefits, or who wished to repay superannuation contributions previously refunded to them, should be paid by the teachers themselves. Since the rules came into operation such payments have been made by the Department.

#### *University Teachers' Superannuation*

32. The review of superannuation arrangements for university teachers by the working party established in September 1964 under the chairmanship of Sir George Maddex continued throughout the year. By the end of December the working party had held, altogether, fourteen meetings and actuarial examination of material needed to complete their report had reached an advanced stage.

33. Following interim recommendations by the working party on the immediate superannuation problems arising from transfer of the colleges of advanced technology to the University Grants Committee's grant list, special arrangements were made for the period until the future pattern of superannuation for university teachers generally became clear. The colleges were admitted to the F.S.S.U. from 1st April but existing members of their staffs already under the Teachers (Superannuation) Acts were offered the alternative of remaining thereunder. Those who chose to do so would have a second chance to opt for universities' superannuation when a final settlement had been reached.

### C. GRANTS TO STUDENTS

#### *Local Education Authority Awards*

34. In April, the Standing Advisory Committee on Grants to Students, which last reviewed the standard maintenance grants for students following first degree and comparable courses in 1962, completed their further review and submitted their report to Ministers. In May, increased rates of maintenance grants were announced in Administrative Memorandum 9/65; and the University and Other Awards Regulations 1965, which became effective on 1st September, empowered local education authorities to apply the rates from that date. The new rates were based on the findings of the Standing Advisory Committee on the rise in costs since 1962, and provide for a maximum maintenance allowance of £370 a year for students resident in college, hall or lodgings at Oxford, Cambridge and London Universities, and at institutions of further education in the London area, and £340 a

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\* S.I. 1965/513, H.M.S.O., 3d.

† S.I. 1965/553, H.M.S.O., 3d.



year at other establishments. The comparable grant for all students living at home was increased to £275 a year. The University and Other Awards Regulations 1965, which consolidated the University and Other Awards Regulations 1962 and subsequent amending regulations, also prescribed higher rates of grant for students undertaking recommended courses of vacation study, increased the allowance for students' dependants, and introduced certain other minor changes. Corresponding changes were introduced in the rates of grant payable to students at colleges of education.

35. Administrative Memorandum 11/65, which was issued on 26th August, 1965, recommended local education authorities to pay a maintenance grant of up to £156 a year to cover the incidental expenses of airline sponsored students admitted to approved courses of training at certain commercial flying schools. Administrative Memorandum 21/65, which was issued on 30th December, 1965, recommended local education authorities to make awards to postgraduate students at the College of Air Training, Hamble; and to base the value of all awards for students at that College on the provisions of Administrative Memorandum 9/65 (see paragraph 34 above) for first degree and comparable courses.

#### *State Scholarships*

36. The number of state scholars at universities in Great Britain has now declined to 2,626. It is expected that by 1970 all holders of state scholarships will have completed their courses. Technical state scholars reading for the Diploma in Technology now number 128.

#### *Mature State Scholarships*

37. Thirty scholarships for mature students were offered in 1965 and 29 were awarded. These scholarships, which are available to men and women over the age of 25, who for a variety of reasons were unable to take a university course at the normal age, are awarded for courses in liberal studies only. Applications were received from 108 men and 34 women, all of whom were able to show evidence of continued study since leaving school, either by attendance at Workers' Educational Associations or university extra-mural classes, full-time residential colleges for adult education, or by correspondence courses. A shipping clerk, a toolmaker, a housewife, an agricultural worker, a welfare supervisor, an officer in the Merchant Navy, and a public health inspector were among this year's successful candidates.

38. Since the scheme began in 1947, 511 scholarships have been awarded, 404 to men and 107 to women. Of the 380 students who have so far completed their courses, 343 gained honours degrees, 35 of them with first class honours.

#### *State Studentships and other Awards for Postgraduate Study*

39. There was a change of nomenclature in the awards made in this year's competition for state studentships. Awards given for courses lasting not longer than one year were described as "State Studentships", and those given for a course, not necessarily restricted to research, lasting for more than one but not more than three years were known as "Major State Studentships". These studentships took the place of "Advanced Course"



and "Research" state studentships offered in the 1964 competition. Both categories of studentships were available for courses, in arts and social studies, leading to a higher degree or to a postgraduate diploma or certificate, but excluding in the latter case courses mainly professional or vocational in character.

40. The new arrangements were described in Circular 5/65 which revised and consolidated the guidance given in Circular 5/64 which it superseded. This Circular reviewed the whole field of awards made by Government Departments and reiterated the Secretary of State's view that grants should be made available by local education authorities to students pursuing courses after graduation which are shown to be necessary or clearly relevant to the careers they propose to follow and which are outside the scope of Government schemes; in particular, local education authorities were asked to give sympathetic consideration to applications for awards from graduates in arts or social studies for courses for postgraduate diplomas and certificates in subjects such as business administration, industrial management and cybernetics.

41. The State Studentship Selection Committee, composed of senior members of the staffs of universities in England and Wales, under the chairmanship of Dr. A. E. Sloman, Vice-Chancellor of the University of Essex, reviewed 1,480 applications for major state studentships and 749 for state studentships (of which 64 and 4 respectively were within the field covered by the Hayter Report\*) during the summer, and results were announced in stages as degree results became known. Awards were offered to 1,016 candidates (687 major and 329 state studentships). 613 major state studentships and 268 state studentships were accepted. Thirty-nine of the successful candidates (28 and 11 respectively) were allowed to postpone their studentships for one year, which many of them proposed to spend abroad.

#### *Awards to Polish Students*

42. It was mentioned in the 1964 report that the Scheme for the Education of Poles in Great Britain is now working itself out. The decline in the number of awards continued and the number current at the beginning of the academic year 1965-66 was 12.

### d. EDUCATIONAL BUILDING

#### *Building Progress*

43. On 27th July the Chancellor of the Exchequer announced various measures which the Government were taking in order to strengthen the national economy. These included the deferment of all educational major building projects except school projects and certain other categories of work, which were listed in Circular 12/65. The intention was that projects not in the exempted categories should start six months later than they would otherwise have done. Since five months of the year under review were affected by the deferment, building statistics for the period cannot be usefully

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\* *University Grants Committee Report of the Sub-Committee on Oriental, Slavonic, East European and African Studies*, H.M.S.O., 6s. 6d.

compared with those of other years, except for primary, secondary and special schools. The figures for recent years are as follows:—

TABLE 22. *Educational building 1963–65*

£ million <sup>(1)</sup>

	Value of projects started			Value of projects completed			Value of work under construction at 31.12.1965
	1963	1964	1965	1963	1964	1965	
<i>Major projects</i>							
Primary and secondary schools ... ..	71·8	56·6	58·8	59·0	76·7	70·9	141·8
Further Education ...	13·2	18·2	10·4	18·5	13·8	11·2	34·4
Colleges of Education ...	7·3	6·5	6·2	11·4	6·8	8·7	14·3
Special schools and school health ... ..	2·7	3·2	3·1	2·9	2·6	2·7	4·1
Total ... ..	95·0	84·5	78·5	91·8	99·9	93·5	194·6
<i>Other projects</i> ... ..	24·4	26·4	28·5	22·6	26·1	28·3	10·0
<i>All projects</i> ... ..	119·4	110·9	107·0	114·4	126·0	121·8	204·6

(1) Excluding site purchase, professional fees, furniture and equipment.

From 1st April 1965 the Colleges of Advanced Technology (C.A.T.s) were placed on the University Grants list. Between 1st January 1965 and 31st March 1966, projects to the value of £45·3m. (provisional figure) were started at universities and C.A.T.s.

### *Minor Works*

44. The arrangements for minor works for 1965–66, which were announced in February, reverted to the system under which all projects costing less than £20,000 carried out by local education authorities had to be counted against local allocations. For four years before this, authorities had been free to carry out small scale improvements costing less than £2,000 without limitation on individual authorities. This concession had proved so attractive, however, that the total volume of these small projects had grown to the point where it was distorting the pattern of minor works building and was taking up a larger share of capital investment than could be allocated to it. The distinction between the two classes of work was therefore abolished, and the allocation for minor works set at £21m. for 1965–66 (£18m. for 1964–65).

### *School Building Costs*

45. In the first six months of the year the basic net cost on tender averaged £188·5 per place for new primary schools (£182·3 in 1964) and £335·5 per place for secondary schools (£324·6 in 1964). Average areas per place were 41·3 sq. ft. for primary schools and 72·4 sq. ft. for secondary schools (41·5 sq. ft. and 72·4 sq. ft. respectively in 1964).

### *Building Productivity Group*

46. The special group established within the Development Group in 1964 continued to give technical advice to the manufacturing and construction



industry and to local authorities and educational building consortia. The group provides the Department's representatives on a number of technical committees and is responsible for organising the Technical Co-ordination Working Party referred to in paragraph 44 of Section V of the 1964 Report. Through this working party, the group co-ordinates the application of dimensional co-ordination to educational building. The increased use of industrialised building makes this an urgent and important task.

47. A long term technical aim of the group is the development of performance specifications covering all major components used in a school building. This is a large undertaking but is necessary if ranges of interchangeable components are to be designed. There can be no doubt that this work will lead to greater productivity within industry, the architect's office and on the site.

### *Development projects*

48. The science block designed by the Development Group for a maintained secondary school in Oxford was completed in September.

49. Building began of the primary school at Rolls Road, Camberwell. This school has been designed in association with the Curriculum Study Group and the Central Advisory Council (England) as part of a study of the needs of children in the age-range three to nine years. Special attention has been given to the development of furniture suitable for this age-range. It is expected that the building will be completed in the spring of 1966.

50. The residential special school in Hertfordshire for senior maladjusted boys, on which building began in July, is expected to be completed in the autumn of 1966.

51. The Development Group designed an extension to a girls' secondary school in Surrey to accommodate a very large sixth form. Building is expected to start in July 1966. Close contact is being maintained with the Lancashire local education authority, who are carrying out a similar project in their area.

52. An investigation was begun, with the Schools Council and the Central Advisory Council (England) into the requirements of a school for children of the age-range 9 to 13 years, of the type envisaged in the Education Act, 1964. The project will be carried out in Bradford; planning will proceed during 1966 and a start on the site is expected early in 1967.

53. A range of fixed furniture for primary schools, designed in association with the Consortium of Local Authorities Special Programme (CLASP) and the Ministry of Public Building and Works, and exhibited at the end of 1964, was brought into use in the CLASP programme. A small furniture design team was set up within the Development Group. Their first tasks will include a study of the design of loose furniture for primary schools.

54. A nine-month research project of anthropometrics was commissioned with the Furniture Industry Research Association with a view to providing data as a basis for design.

55. The Development Group was invited by the Architectural Association to give an exposition of its work to members and guests in February. In order to discuss its method of work four members of the group discussed in detail the Rolls Road Primary School project, from initial investigation



of the problem through the detailed stages of development of the building and its fittings. Some additional material was drawn from one of the Development Group's other projects, the science block at Oxford, in order to display some other aspects of the group's work.

### *Consortia*

56. The value of the programme of CLASP rose to about £13m. for 1965-66. The first projects using the Mark IV version of the system were started: costs appeared to be about the same as for Mark III, but work on the site was considerably reduced by the greater use of prefabrication and the remaining work was somewhat simplified. Among projects completed during the year was one of £2.5m. for 500 students at York University: this had been started only 18 months before.

57. Leeds joined the Second Consortium of Local Authorities (SCOLA). The value of projects in the 1965-66 programme was nearly £5m. A survey of the four years since the consortium was founded showed that it had succeeded in its original aims of reducing time taken in planning and erection of buildings, in increasing efficiency and in saving money through bulk purchase. It was agreed that development work should be carried out by a central group and not, as previously, by individual members.

58. The value of the programme of the South Eastern Architects Collaboration (SEAC) was over £6½m. The Mark II versions of the steel frame and the rationalised load bearing method of construction were introduced: these had been developed in accordance with the recommendations in *Controlling Dimensions for Educational Building\**: work continued on the similar development of the Mark II version of the concrete system.

59. The Consortium for Method Building substantially completed the initial development of its techniques and made them generally available. A programme of £5m. which was drawn up for 1966-67 included all types of building erected by local authorities except housing.

60. In addition to its normal activities the Consortium of Local Authorities in Wales (CLAW) held discussions with local authorities in Wales which were not yet in membership, took steps towards the standardisation of basic components, and placed special emphasis on productive co-operation between members.

61. A new consortium, the Organisation of North Western Authorities for Rationalised Design (ONWARD), was established in September. The founder members were the county councils of Cumberland, Lancashire and Westmorland and the county borough councils of Birkenhead, Blackburn, Blackpool, Bolton, Bootle, Burnley, Bury, Liverpool, Preston, Stockport, Wallasey, Warrington and Wigan. The aim of the consortium was to develop a system of building suitable to the north west which would reduce the time spent in the planning and erection of buildings; to exchange technical information on traditional methods of building; and to achieve better value for money through voluntary arrangements for bulk orders.

62. The Anglian Standing Conference met twice during the year and exchanged information on methods of achieving greater productivity.

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\* H.M.S.O., 4s. 0d.



63. The Science Equipment Consortium's membership increased to 34 with the accession of the new London boroughs. The Development Group has undertaken evaluation work on equipment for the Nuffield Foundation Science courses and has continued its investigations on existing equipment.

64. The formation of a science equipment consortium in the North of England has been considered with the Authorities concerned.

65. This year saw the end of the development stage of LASMEC equipment (Local Authorities School Meals Equipment Consortium) and the beginning of commercial production. Since in terms of its use, maintenance and kitchen planning it makes different requirements from those of traditional equipment, six short courses were held by the Lancashire Local Education Authority in September attended by organisers, architects or administrators from the great majority of authorities in England and Wales and an appreciable number from Scotland and elsewhere.

66. Though at present made by only one firm of catering equipment manufacturers the agreed aim has been to enable all interested manufacturers to compete. The consortium has therefore made the specifications available to manufacturers generally through the agency of the Catering Equipment Manufacturers Association.

67. At the present stage, the new equipment costs more than traditional equipment. However, it requires less kitchen area to house it and there are therefore some compensatory economies where new kitchens are being built. Authorities can purchase the new equipment when the total claim on the Department for reimbursement for the cost of equipment and premises is not higher than would be authorised for kitchens with traditional equipment, taking the cost of building and equipment together.

#### *Publications*

68. Three new Building Bulletins were published: *Secondary School Design: Sixth Form and Staff*,\* and *Secondary School Design: Physical Education*† were the first in a series intended to spread new ideas emerging from recent trends in secondary schools, to pose fresh challenges to educationists and architects in the pursuit of value for money, and to indicate ways in which more space could profitably be used when circumstances allowed. *Boarding Schools for Maladjusted Children*‡ is described in paragraph 77 of Section I.

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\* H.M.S.O., 7s. 6d.

† H.M.S.O., 5s. 6d. (January 1966).

‡ H.M.S.O., 4s. 0d.

## 2. General

### a. EDUCATIONAL RESEARCH

69. A further sum of 393,000 in support of 32 new research projects was committed during the year. The total commitment for the 120 projects current at the end of the year was 1,230,000. About 15 of the projects supported by the Department since the inception of the research grant scheme in April 1962 were completed and a list of these is given in Appendix H. Expenditure during the year exceeded £186,000 and is expected to increase again in 1966.

70. In 1964 provision was made for commissioning research in support of the enquiries by the Central Advisory Councils for England and Wales into primary education (see Section I, para. 85). The principle of allocating funds for particular activities was extended in 1965 to make provision for research required by the Schools Council for the Curriculum and Examinations (Section I, para. 40) and the Committee on Research and Development in Modern Languages (para. 78).

71. A list of the research projects approved during the year is set out in Appendix I. Brief accounts are given below of some of these projects chosen to illustrate the range and variety of current research.

72. *Schools, Organisation.* In July the Secretary of State decided to set on foot a programme of research into the various methods of organising and running comprehensive schools. The Department's main agent for the research programme is the National Foundation for Educational Research, which is undertaking fact-finding surveys and will advise on commissioning other enquiries and co-ordinate and assess results. The research will be kept under review by a Consultative Committee set up by the Secretary of State. The Manchester University Department of Education is to carry out a study of the feasibility of devising new techniques of measurement to be used in the main research programme. Expenditure is expected to rise to about £40,000 annually and the programme will be of at least six years' duration.

73. *Schools, Curriculum and Examinations.* The projects approved under this heading were commissioned at the request of the Schools Council. The National Foundation for Educational Research undertook, at a cost of £1,900, a survey and analysis of research work related to the adolescent in school and society. The report was presented to the Council in October and provides valuable background to the Council's discussion of the sixth form curriculum and of the problems arising from the intention to raise the school-leaving age to 16.

74. *Teacher Training and Supply.* The University of Bristol Institute of Education is conducting an enquiry, at a cost of £13,200, into the use made by various local education authorities of the year of probationary service of newly qualified teachers. This will include a study of the provisions made for advising teachers and for assessing their performance. Its object



is to derive guidance on the most effective use of this important stage of the teacher's career.

75. *Universities.* The London School of Economics has undertaken a study of its graduate school. It will survey records of student performance, assess the relative burdens placed on teaching and other resources by undergraduates and postgraduates working on different courses, and examine the likely demands for postgraduate study in the next ten years. The results are expected to provide a basis for decisions on the methods and criteria to apply to the admission of students, the organisation of teaching and supervision, and the co-ordination of institutional plans with national developments. The cost of the project is about £5,000.

#### *National Foundation for Educational Research*

76. The Department has continued to make use of the Foundation's experience in educational research and has made further calls on its services. The rapid expansion of the Foundation's activities is reflected in the rise in expenditure under the Foundation's direct control from £84,000 in 1963-64 to £138,000 in 1964-65 and in the increase in the number of senior staff from three to eight in the course of the year.

77. The Department's annual contribution in support of the Foundation's general expenditure was £20,000, together with a similar sum in support of the Comparability Unit set up at the request of the Schools Council to establish national standards in examinations for the Certificate of Secondary Education. Some of the enquiries undertaken by the Foundation have necessitated a rapid start in the face of difficulty in recruitment of qualified staff. The Department is grateful for the willing assistance and co-operation of the Foundation in this strenuous period of development.

#### *Modern Languages*

78. The Committee on Research and Development in Modern Languages, which was set up in October 1964 under the chairmanship of Mr. Leslie Farrer-Brown, considered during the year fourteen research proposals and made recommendations to the Department of Education and Science, the Scottish Education Department and the Nuffield Foundation for the award of grants for the following projects :—

- (1) the collection and analysis by the University of Essex of spoken and written texts in contemporary standard Russian. The project will last for four years and the cost of £40,700 will be met by the Nuffield Foundation ;
- (2) research by the University of London (Birkbeck College) in applied linguistics and the psychology of learning languages. A grant of £20,000 over a period of three years has been made by the Nuffield Foundation ;
- (3) research by the University of Edinburgh on testing procedures for the investigation of language proficiency and aptitudes. The project is being financed by a grant of £21,000 over four years from the Scottish Education Department ;
- (4) The preparation of a visual French grammar by a teacher seconded to the Battersea College of Technology. A grant of £5,600 over two years is being made by the Department of Education and Science.

79. To provide an essential background of information against which research proposals could be assessed and to identify any gaps in the existing research pattern, the committee sent a questionnaire in May to all universities, institutes of education, colleges of advanced technology and a number of colleges of further education. This questionnaire sought information on current research activities with special reference to descriptive and contrastive linguistic analysis and applied research. The replies were being collated at the end of the year by the committee's research adviser, whom they had appointed to their service in July.

80. In order to give effect to the duty laid upon them by their terms of reference to make information readily available to interested parties, the committee recommended to the Department of Education and Science and the Scottish Education Department the establishment of a centre to provide a comprehensive information service about all aspects of modern language teaching. This recommendation was being considered by the two Departments at the end of the year.

### *Social Science Research Council*

81. The Committee on Social Studies, under Lord Heyworth's chairmanship, presented their report\* and on 2nd June the Government announced their acceptance in principle of the majority of the recommendations, including the committee's chief recommendation that a Social Science Research Council should be set up. The Council, with Dr. Michael Young as Chairman, began functioning as a Research Council under the Science and Technology Act, 1965, on 1st December. The social sciences cover economics, sociology, social psychology, social anthropology and political science, but the field upon which these studies are applied is wider and includes education. One of the tasks of the Council will be to co-ordinate its work with other interested bodies.

82. The Heyworth Committee considered and rejected the idea of a separate Council for Educational Research but recommended the establishment of a Board "within the machinery of the [Social Science Research] Council but with the necessary autonomy to give expression to the special needs of research in the educational field".† The Department's acceptance in principle of the Heyworth Committee's recommendations embraces this proposal. But it will be for the Council to decide its own programme of activities and its methods of working.

### b. AUDIO-VISUAL AIDS

#### *The Brynmor Jones Report*

83. The report‡ of the committee set up in 1963 under the chairmanship of Dr. Brynmor Jones, Vice-Chancellor of the University of Hull, to explore the use and potential value of audio-visual aids in higher scientific education was presented to the Department, the University Grants Committee, and the Scottish Education Department in October 1965. It advocated active development of the use of audio-visual aids by institutions of higher education, and made specific recommendations relating to film, other

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\* *Report of the Committee on Social Studies.* Cmnd. 2660, H.M.S.O., 7s. 6d.

† *loc. cit.*, paragraph 158.

‡ *Audio-Visual Aids in Higher Scientific Education.* H.M.S.O., 11s. 0d.



projection aids, television, programmed instruction, and language laboratories. The applications of the report are not confined to higher scientific education, and extend to the educational system as a whole.

84. The report included recommendations that a national centre for audio-visual aids, serving all levels of education, should be established; and that central service units should be set up in all institutions of higher education to produce and advise on the use of audio-visual aids.

### *Other Reports*

85. The Experimental Development Unit of the Educational Foundation for Visual Aids, which receives a grant from the Department, produced three reports, and a survey during 1965. Two of the reports examined the uses of individual aids—closed circuit television, and the overhead projector—and the third reported on the extent of research into audio-visual aids. The survey concerned the use of language laboratories, and concluded that by the end of the year well over 500 such laboratories would be in use in schools and other educational institutions.

### *Programmed Learning*

86. Two developments which were under consideration in 1964 were brought into effect in 1965. In April the Secretary of State announced that the University of Birmingham had accepted an invitation to set up a research and documentation centre for programmed learning in the University's Department of Education. The Centre came into full operation in October and is receiving grant from the Department. It has responsibility for collecting and disseminating information about programmed learning activity throughout the country, giving guidance, assessing experiments, and generally co-ordinating research and development. All those carrying out research or experimental work in this field were asked to keep the Centre fully informed of their activities.

87. Short and one-term courses were started at some institutes of education, a technical college of education, and a college of technology, designed to help teachers and lecturers to understand the potentialities of programmed learning, and to learn to write programmes. The short courses—up to two weeks in length—teach the principles behind programmed learning and the elements of programme writing. On the one-term courses teachers devote most of their time to the writing and testing of programmes. The Department hopes that these courses will lead to a steady increase in the number of sound, well-tested programmes.

88. During the year two research projects financed by the Department were concluded. The Department agreed to support a new project, to be carried out by the Brunel College of Advanced Technology, which would investigate the possibility of providing a higher national certificate course in electrical and electronic engineering, involving programmed learning, for students unable to attend day instruction.

### *Closed-Circuit Television*

89. Closed-circuit television continued to be used increasingly throughout the educational system, not only as a visual aid of great flexibility but as a method of transmitting programmes within a large school or further education establishment, or within a local group of institutions.



90. The Plymouth Education Authority embarked upon a scheme linking about sixty primary and secondary schools to a studio in the College of Technology, and other authorities, including the I.L.E.A., Liverpool and Hull, made substantial progress in the planning of their own closed-circuit networks.

91. The final report\* of the experimental work at Warblington County Secondary School, Hampshire, from 1962 to 1965 was published in October. This was a joint venture by the Hampshire Education Authority and Southern Independent Television, and the work was assessed with the help of the National Foundation for Educational Research. During the course of the experiment a specially equipped studio was erected at Warblington School, and a link was provided by land line with another county secondary school and a grammar school. One of the conclusions of the report was that closed-circuit television can be a powerful teaching aid, and that in the classroom its effective use does not involve the relinquishment of the traditional relationship between teachers and pupils.

92. Experimental work in closed-circuit television in colleges of education is dealt with in Section II, paragraph 86. Close liaison was maintained through the Leeds University Television Centre with similar developments in the use of closed-circuit television in higher education.

### *Radio*

93. The number of schools in the United Kingdom receiving B.B.C. broadcasts increased to nearly 32,000. Several new series for primary schools, such as "Living Language", "Exploration Earth" and "Springboard", resulted from a review by the School Broadcasting Council of trends in primary education and of the part which broadcasting was playing.

94. "Radio-vision" series—broadcast programmes for use in conjunction with film-strips and teachers' notes prepared in advance by the B.B.C.—increased greatly in popularity and spread to a wide variety of subjects.

95. "A Second Start", an afternoon series directed mainly to married women who might return to teaching, and which had achieved audiences of around 250,000 in 1964, was continued in 1965. "After School English", a regional series in 1964, was given national coverage in 1965. This was a combined venture by the B.B.C. and the National Extension College, who provided correspondence tuition throughout the period covered by the programme.

### *Broadcast Television*

96. The number of schools in the United Kingdom registered with the broadcasting authorities as able to receive school programmes rose to about 10,000 during the year. Again the proportion of primary schools following the programmes increased, although it remained well below the proportion of secondary schools. The review of primary education by the School Broadcasting Council had its effect in B.B.C. television, with new series such as "Exploring Your World" and "Primary School Mathematics", both with an emphasis on children exploring and discovering for themselves. In the secondary field, science and mathematics programmes were even more prominent than before.

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\* Hampshire C.C., 10s. 6d.



97. In adult education a new two-year course of elementary Russian—"Say it in Russian"—was designed and presented by the University of Durham and produced by Tyne Tees Television. The repeat broadcasts were networked to be received over most of the country. Another interesting development was the B.B.C.2 series, "The Social Workers"—a survey of the range of professional and voluntary social work in Britain today. With the co-operation of the National Council of Social Service, viewers were encouraged to form groups. About 250 groups are known to have been formed for viewing and subsequent discussion in private houses, schools, colleges and elsewhere. The Department of Sociology of the University of Exeter conducted research into the project, sending questionnaires to discover reactions to the programmes and to social work in general.

98. A report on the course on elementary economics, "The Standard of Living", which the University of Nottingham Department of Adult Education and Associated Television had presented late in 1964 with some financial support from the Department's research fund, was published. Students who had enrolled in the course received complementary instruction by correspondence and arrangements were made for meetings with tutors. The report, entitled *Teaching through Television*,\* concluded that a television-based course could recruit and hold many hundreds of good students who would not be reached otherwise, and that television was an effective teaching medium if combined with active learning by students and contact with tutors.

#### *A University of the Air*

99. An Advisory Committee, under the chairmanship of the Parliamentary Under-Secretary of State, Miss Jennie Lee, completed a study of the educational scope and functions of a University of the Air. This would provide, through special television and radio programmes, reinforced by correspondence tuition, residential courses, and tutorial groups, courses leading to degrees and other qualifications. The technical, organisational, and financial implications of the scheme were under consideration by the Government at the end of the year.

#### C. STATISTICS

100. To keep pace with the growing demands on Statistics Branch its professional complement and supporting staff were further strengthened during the year. Effort in 1965 was mainly directed to implementing various of the recommendations of the Working Group on Education Statistics (see the 1964 Report†), but in addition the first statistical enquiry into secondary school curriculum was started.

#### *Central Record of Students*

101. The Working Group on Education Statistics had proposed the setting up of a central record of students and teachers; the essential feature of such a system would be the continuous maintenance, on a computer, of the year-by-year record of progress through the educational system of all, or a sample of, individuals, whether as students or teachers. By the end of the year the Department's ADP Unit had completed a study of the feasibility of this proposal.

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\* National Institute of Adult Education, 5s. 0d.

† *Education in 1964*, section V, paragraph 87.

## *University Statistics*

102. Consultations took place with the University Grants Committee on the implementation of the Working Group's recommendations on university statistics. As a result the U.G.C. introduced a new set of returns for 1965-66 designed to complement the statistics for other sectors of education obtained by the Department. In addition, a working party, representative of the Department, the U.G.C. and other interested departments and organisations, prepared a revised subject classification of university degrees; the aim was to formulate a common classification, to which all the organisations concerned could adhere when preparing statistics of students and of highly qualified manpower.

## *U.K. Statistics and International Developments*

103. Further development took place on statistics relating to the whole of the United Kingdom, and *Statistics of Education* 1964\* contained for the first time United Kingdom statistics on finance and training of teachers. In the international field the Department was represented at meetings of statisticians called by U.N.E.S.C.O. and by O.E.C.D. and concerned with the development of education statistics.

## *Surveys*

104. Several of the regular statistical surveys carried out by the Department were extended in scope. For example the 1964-65 survey of school leavers asked additionally for the grades of leavers' G.C.E. "A" level passes and for extra information on leavers' intended university courses. A special survey of part-time teachers in further education establishments was mounted in March, 1965, and the results were to be published in *Statistics of Education*, 1964 Part 3.†

## *The Curriculum Survey*

105. The largest new enquiry was the survey of the curriculum and deployment of teachers in secondary schools which was launched in the autumn term 1965. This survey followed the analysis of the results of a pilot survey in 1963 to which reference was made in the 1963 Report.‡ The curriculum survey questionnaires were addressed to a 5 per cent sample of secondary modern schools and a 10 per cent sample of other maintained secondary schools, direct grant grammar schools and independent secondary schools recognised as efficient. In the schools concerned each teacher completed a return showing the division of his timetable both according to the subjects taught and to the groups of pupils receiving instruction. From the information obtained it will be possible, using a computer, to reconstruct the timetable of each pupil in the school. The results will show the size of teaching groups in different subjects and for different ages of pupils, the division of a pupil's time between various subjects at each age, the qualifications of teachers teaching particular subjects at each level in the different types of schools and other related matters. At the end of the year the returns were being received and their analysis will continue during 1966.

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\* *Statistics of Education* 1964. Part 1, H.M.S.O., 15s. 0d.  
Part 2, H.M.S.O., £1 7s. 6d.

† In preparation.

‡ *Education in 1963*. Chapter XIV, paragraph 14.



## *The Use of ADP for Statistics*

106. The curriculum survey is one of several fields in which the further development of statistics is linked with the provision of automatic data processing facilities. The paragraphs on ADP below refer to plans being developed to extend the Central Record of Teachers with the object, inter alia, of providing a more penetrating statistical analysis. Plans were being made during 1965 to transfer the processing of the census of schools and school children to the Department's computer as from the January, 1966, survey.

### d. AUTOMATIC DATA PROCESSING

#### *The Mechanised Record of Teachers*

107. Apart from statistical work (to which reference has been made above), the main activity of the Department's ADP unit has concerned the mechanised record of teachers. There was no annual return of teachers' service cards in 1965, mainly because new salary scales, retrospective to the 1st April, 1965, were not announced until much later in the year. This respite was used to correct the errors in the records that were still outstanding from the 1964 annual return. Plans to maintain on the computer records of teachers in training, part-time teachers and the "pool of inactive qualified teachers" (1964 Report\*) proceeded steadily, but it is not now envisaged that the proposals for maintaining the records of trainee teachers on magnetic tape will be introduced until the autumn of 1967. Considerable progress was also made towards programming the new work arising from the pension scheme for teachers' widows and dependants which it is planned to introduce on the 1st April, 1966.

#### *Joint Working Party on Teachers' Records*

108. During the year a joint working party was set up by the Department and the Local and Public Authorities Computer Panel. Its terms of reference were:—

“To consider matters of mutual interest to local authorities and the Department of Education and Science relating to records of teachers with particular reference to extending the use of automatic data processing; and to make recommendations.”

By the end of the year the Working Party was well on the way to producing its first report.

### e. LIBRARY

109. The widening scope of the Department's responsibilities was reflected in the marked increase in the use of the Library. More books for reference and for specialist reading were purchased, and subscriptions were placed for twenty-three additional periodicals. The total number of books lent to staff has grown in the past three years from over 4,000 to well over 6,000. No statistical record of file and telephone enquiries is kept, but there is evidence that the services of the Library were expanded to capacity.

110. The Library's resources were supplemented on numerous occasions by the loan of books through the National Central Library and by courtesy

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\* *Education in 1964*. Section V, paragraph 92.

of the Westminster Public Libraries. This ever ready assistance given by other libraries is gratefully acknowledged. Closer links with the National Lending Library for Science and Technology were forged to the Department's advantage.

111. The Librarian records with gratitude the many gifts of books and periodicals received—of the total number added over 2,000 were presented. In particular the Library is indebted to those research workers who signified their appreciation of the Library's assistance by presentation of the fruits of their labours.

112. The long history of the research facilities offered remains unbroken, and visitors now average 1,500 annually. They came not only from all parts of the United Kingdom but from the United States, Germany, Greece, Japan, Thailand, Canada, Australia, New Zealand and South Africa. Interest in current developments in the pattern of education in the United Kingdom is balanced by investigation into the historical background all of which the Library is amply qualified to supply. The card catalogue and subject-index to books and periodicals was well maintained and used in dealing with the volume of bibliographical research. Many lists of references were compiled in reply to internal and external enquiries.

113. Revision of H.M. Inspectors' Library continued and much of the old stock weeded out or renewed. Over 500 books were added. Throughout the year books to a total of over 4,000 were lent to 69 teachers' short courses. The special collection of childrens books was exhibited at 25 courses and 107 books were added.

#### f. INFORMATION SERVICES

114. The activities of the Press Office increased substantially during the year, a reflection both of the growth in the Department's business and of the increased interest in educational developments shown by Press and public.

#### *Teacher Recruitment*

115. The Department again undertook a major recruitment campaign to increase the supply of teachers. The national advertising campaign to attract married women teachers back into service was of wider scope than before, and facilities were again offered to local education authorities to run their own campaigns. Supporting leaflets and posters were produced and distributed to local authorities. In the autumn there was a national campaign to attract graduates into teaching, and a series of small supporting advertisements drew attention to the revised salary scales.

116. A new booklet\* *Train To Teach* was produced to replace *Becoming a Teacher*. The booklet is illustrated with attractive drawings of students at colleges of education, and describes teacher training, how to apply for entry to a college of education, and the modern teacher's work.

117. A second booklet\* *Turn to Teaching* was prepared for production early in 1966 addressed to older people who wish to take up teaching. It describes the opportunities for mature students and gives details of some special courses and non-residential colleges especially designed for them.

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\* Department of Education and Science. Unpriced.



## *Further Education*

118. The year under review saw a number of developments in the important field of further education publicity, deriving from the Secretary of State's acceptance of the recommendations of the Alexander Report.\* To enable the Department to implement these recommendations, the staff of the Information Division was strengthened by the appointment of an additional senior information officer to work full-time on further education publicity.

119. The Department planned to publish early in 1966 a quarterly journal of further education which will be issued free to secondary schools and technical colleges (through the local education authorities) and to industry. Entitled *On Course*, the new journal is to serve as a "link" between these partners in further education and to stimulate the already growing interaction between them. Associated with *On Course* the Department plans to issue two leaflets for distribution to parents through the schools, and to prospective employers. In addition there will be a poster for use in schools. A number of steps have also been taken to make available to the Regional Advisory Councils, local authorities and colleges the advice and assistance of the Department in further education publicity. A series of small conferences with Secretaries of Regional Advisory Councils and Chief Regional Officers of the Central Office of Information examined ways and means by which the Department can help.

## *Higher Education*

120. Arrangements were made with the Committee of Vice-Chancellors and Principals, the Regional Advisory Councils for Further Education, and H.M.S.O., for the future publication of basic information on courses of higher education to be in three standard compendiums :

A Compendium of University Entrance Requirements.

A Compendium of Advanced Courses in Technical Colleges.

A Compendium of Teacher Training Courses in England and Wales (List 172).

A pamphlet was in preparation for senior pupils in secondary schools giving guidance over the whole field of higher education. It is hoped that this will be available early in 1966.

## *Broadsheets and Leaflets*

121. During the year ten further *Reports on Education*† were issued, on the following topics :

No. 18. *School Building*. An account of progress in schools provision, despite the handicaps of war, post-war shortages, depression and financial crisis.

No. 19. *Advice and Advance*. With responsibility for education so widely distributed, decisions reached centrally must be based in part on advice from a wide range of interests described in the Report.

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\* *The Public Relations of Further Education*.—A report by a Sub-Committee of the National Advisory Council on Education for Industry and Commerce.

† Free on request to Department of Education and Science, Room 116, Curzon Street, London, W.1.

- No. 20. *Education under Social Handicap*. (2) A first selection of readers' comments on the problems of young people from unfavourable environments.
- No. 21. *Part-time Teaching in Schools*. A survey by the Department of the experiences and practices of a number of authorities who make extensive use of part-time teachers.
- No. 22. *Education under Social Handicap*. (3) A further selection of readers' comments.
- No. 23. *Special Education Today*. Recent developments in the service and the new problems that are being met.
- No. 24. *Grants and Awards*. Main features of the present system of grants and awards to students, with some international comparisons.
- No. 25. *Education in the National Plan*. The likely main areas of increase in expenditure in education by 1969-70.
- No. 26. *National Certificates and Diplomas*. The development of the system and today's courses.
- No. 27. *School Design through Development*. The association of administrators, architects and users in the design and cost control of educational building.

122. Six further titles in the Education Information series of pamphlets\* appeared in 1965. These were:

- No. 2. *Educational Research*, which included a list of research projects accepted for grant by the Department at 1st February, 1965.
- No. 3. *Studentships for Advanced Postgraduate Study in Arts and Social Studies*. Prepared in February for the information of graduates and those hoping to graduate in 1965. An amendment, giving the new rates of grants operating from the beginning of the academic year 1965-66, was issued in August.
- No. 4. *The Teaching of Handicraft in English Schools*. General information about practical work in schools and the prospects for teachers of handicrafts. February.
- No. 5. *Agricultural Education in England and Wales*. A brief account of the agricultural industry and general information regarding the availability of courses of agricultural education in universities, colleges and farm institutes. June.
- No. 6. *Higher Education Courses*. A guide to the basic documents referred to in paragraph 120. June.
- No. 7. *Addresses of Local Education Authorities in England and Wales*. October.

123. A leaflet\* was produced to explain the Certificate of Secondary Education examination to parents, and proved so popular that it was reprinted within the year.

### *Trends in Education*

124. By the end of the year, preparations had been completed for the publication by the Department in January 1966 of the first issue of a new

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\* Free on request to Department of Education and Science, Room 116, Curzon Street, London, W.1.



quarterly journal to be called *Trends in Education*.\* The new journal will include articles by H.M. Inspectors, reviews of statistics and of research projects financed by the Department, reports on developments overseas, and accounts of changes in the education services as a whole as seen both from the centre and by those engaged in carrying them out.

### 3. International Relations

#### *Changes in Responsibility*

125. The year saw a substantial reduction in the international activities of the Department, following the transfer to the Ministry of Overseas Development of responsibility for Commonwealth Educational Co-operation, the National Council for the Supply of Teachers Overseas, and relations with UNESCO. The Department, nevertheless, retained a close interest in all these spheres. A revised constitution was drawn up for the N.C.S.T.O. in consultation with the Ministry of Overseas Development and representatives of the Department attended all the meetings of the Council and of its sub-committees. A representative served on the Working Party established by the Minister of Overseas Development to look into future Government policy on UNESCO and into the functions and structure of the United Kingdom National Commission. The Department provided an assessor on the Commonwealth Scholarship Commission in the United Kingdom. One of H.M. Chief Inspectors of Schools was invited to serve on a Committee established by the Commonwealth Education Liaison Committee to prepare for a Commonwealth Conference of Experts on Technical Education to be held in Britain in 1966 in pursuance of the recommendations of the Third Commonwealth Education Conference held in Ottawa in 1964.

#### a. THE NATIONAL COUNCIL FOR THE SUPPLY OF TEACHERS OVERSEAS

126. The Department published in Addendum No. 2 to Circular 10/60 the revised Constitution of the N.C.S.T.O., referred to in paragraph 125 above.

127. The scope of the interview fund, which was set up in 1960 to assist resettlement in Britain of teachers after a period of service overseas, was widened during the year. Under the new arrangements only basic posts are excluded from the provisions of the scheme and the travel costs borne by an applicant when returning for interview are limited to a single contribution of £20.

128. The Department distributed to education authorities and appropriate institutions in England and Wales copies of the Council's expanded bulletin *Overseas Challenge*, of which there were two issues in 1965.

129. There continued to be a wide demand for loan of the film "And Gladly Would He Learn", which was made to stimulate interest in serving as a teacher in developing countries overseas.

130. The total number of teachers leaving the United Kingdom to teach overseas during the academic year 1963-64 was 1,708. The comparative figures for the academic year 1964-65 are not yet complete, but it is already clear that they will show an increase over the preceding year.

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\* H.M.S.O., quarterly in January, April, July and October. 3s. 6d. net, or 16s. 0d. annual subscription including postage.



## b. COMMONWEALTH BURSARY SCHEME

131. The Commonwealth Bursary Scheme completed its fifth year in 1965. 471 bursaries were offered. In the event, 452 candidates took up their places and 38 bursars from previous years stayed on to complete their courses, making a total of 490 bursars in training in the autumn term 1965. Of this total, 59 were technical bursars.

132. A conference for a variety of people concerned with the running of courses for Commonwealth bursars and other overseas students was held at Dundee College of Education at Easter.

133. A garden party was held in June at Lancaster House for bursars completing their course that summer. In September most of the newly arrived bursars attended introductory courses arranged by the British Council in London or in other centres.

134. The arrangements whereby lecturers working with Commonwealth students are enabled to make short visits of observation overseas were continued in 1965.

135. Responsibility for the administration of the Commonwealth Bursary Unit was transferred from the Department to the Ministry of Overseas Development on 1st September. However, the Joint Parliamentary Under-Secretary of State at the Department announced on 1st July in Parliament that a progress report would be published to mark the completion of the first five years of the Scheme. An editorial committee, including five tutors responsible for running courses for bursars, was therefore set up by the Department in mid-September and has held two meetings so far. It is hoped that the report will be available in the autumn of 1966.

## c. COMMONWEALTH INSTITUTE

136. The Institute continued to attract a large number of visitors including school children of all ages and the total number of attendances in 1964 of over half a million was maintained.

137. Instruction is given to school children and students either by their own teachers or by the Institute's staff and courses for teachers and college of education students were arranged by the Institute's education department. An information service is provided for teachers planning Commonwealth studies and teaching aids are supplied.

138. As adjuncts to the exhibition galleries the art gallery and the cinema play an important part in the educational work of the Institute and considerable use was made of the facilities offered by the contemporary reference library from which books may be borrowed by teachers and bona fide students.

139. The Institute continued to arrange lectures in schools throughout the United Kingdom given by a panel of Commonwealth lecturers, and conferences were arranged where specific problems and aspects of Commonwealth affairs were studied at an advanced level by sixth-formers and college students. These extra-mural activities showed an increase during the year and there were 88 one-day conferences and three of a longer duration.

140. Further issues of the Commonwealth Institute Journal were distributed without charge to educational establishments in Britain and the Commonwealth countries.

141. The accommodation available for social activities continued to be much in demand for receptions, parties and dances arranged by bodies with Commonwealth interests and connections.

#### d. OTHER INTERNATIONAL CO-OPERATION

##### *Conference of European Ministers of Education*

142. The 5th Conference of European Ministers of Education was held in Vienna from 12th to 14th October, 1965. The previous conferences were held at The Hague (1959), Hamburg (1961), Rome (1962) and Lancaster House, London (1964).

143. The 5th Conference was attended by Ministers responsible for education in twelve countries, and by representatives of Ministers similarly responsible in seven countries. The countries represented have signed or adhere to the European Cultural Convention. The Secretary of State for Education and Science was accompanied by a small official delegation including a representative of the Scottish Education Department. The Director of the Department of School and Higher Education of UNESCO, the Director for Scientific Affairs of OECD, The Deputy Secretary General of the Council of Europe, the President of the Council of Europe Council for Cultural Co-operation, and representatives of the Holy Sec also attended the Conference.

144. Following the pattern set at the London Conference, a carefully chosen agenda gave Ministers opportunities for discussing common educational problems. Each year certain major topics are selected for discussion, and at the 5th Conference these were :—

- (1) National and international action in the fields covered by resolutions of previous conferences.
- (2) Continued education (for young persons who have completed compulsory education and who do not stay at school for further full-time secondary education).
- (3) School building.
- (4) Present problems in upper secondary education.

145. The conference was planned by the Committee of Senior Officials, meetings of which were attended by representatives of the Department in May and October.

##### *Council of Europe*

146. The Department provided delegates at two meetings of the Council for Cultural Co-operation, and at its Programme and Finance Committee. The Department was also represented at meetings of the General and Technical Committee, the Out-of-School Education Committee and the Higher Education and Research Committee, and arranged for experts to participate in a number of seminars, courses, study groups and meetings organised by the Council or by member countries. The educational programme of the Council included a course organised by the Department at Derby Hall, Nottingham University, in July, on the subject "Methods of In-Service Training for Teachers and Organisers in Adult Education". Thirteen countries attended the course which lasted for eight days and included visits to centres of adult education.



147. In October a group of sports experts met at the Crystal Palace National Recreation Centre for three days to discuss aspects of sports at school and out-of-school. In addition to discussion, experts attended activities at the National Recreation Centre and also at schools and a youth centre in and near the London area.

148. The Department's Chief Information Officer was appointed as the U.K. correspondent of the newly established Educational Documentation Centre in Strasbourg and attended a meeting of experts in October. The United Kingdom submitted information on a number of educational developments for distribution by the Centre.

### *OECD*

149. The Department has played a full part in the activities of the Organisation which are relevant to education. It was represented at the three sessions of the Committee for Scientific and Technical Personnel held in Paris in March, May and November; at meetings of the Educational Investment Planning Group held in Paris in March and December, and in Oslo in July; and in a course for teachers held jointly by OECD and the Atlantic Movement at Ditchley Park, near Oxford, in January.

150. The Department co-operated fully in a number of special studies being conducted by OECD. Of these, the most important were the compiling of the statistical framework for educational investment planning, in the preparation of which one of the Department's Chief Statisticians played a leading part; and the study of the demand and the supply of teachers in primary and secondary schools.

151. The Organisation continued during the year to examine policies in the member countries for the training and employment of technicians. One of H.M. Inspectors was chairman of a confrontation meeting on this subject between Canada and Denmark held in March; and of a further confrontation in December between Spain, Yugoslavia, Switzerland and Portugal.

### *The International Bureau of Education*

152. The 28th International Conference on Public Education, organised jointly by the International Bureau of Education and UNESCO, was held in Geneva in July. The agenda contained four items:

- (a) Adoption of rules of procedure.
- (b) Literacy and adult education.
- (c) The teaching of modern languages.
- (d) Brief annual reports by the respective Ministries of Education of the 96 countries represented at the Conference.

Happily, the work of the Conference was not marred by any procedural disputes such as those which occurred at the two preceding Conferences.

153. The United Kingdom delegation consisted of one of H.M. Inspectors of Schools representing the Department of Education and Science, one Headmistress, the Senior Chief Inspector of the Northern Ireland Ministry of Education, and one of H.M. Inspectors representing the Scottish Education Department.

## *Bilateral Mixed Commissions*

154. The Department was represented at meetings of the Mixed Commissions set up under bilateral Cultural Conventions between the United Kingdom and Austria, the Netherlands and Spain; it also assisted in briefing the delegation to Moscow for a meeting under the Anglo-Soviet Cultural Convention. The Secretary of State paid official visits to Hungary and Czechoslovakia and met the Ministers responsible for Education in these two countries.

### *United States–United Kingdom Educational Commission*

155. An agreement was signed on 10th May, 1965, between the governments of the United Kingdom and the United States of America for joint financial provision to continue and expand the work of the United States Educational Commission in the United Kingdom (known as the Fulbright Commission). Under the agreement the Commission was reconstituted as the United States–United Kingdom Educational Commission.

156. The agreement provides for a contribution of 20 per cent by the United Kingdom government towards the cost of administration and grants previously met from Fulbright funds. The new Commission will continue to arrange for visits of distinguished American academics to British universities and the placing of American graduates of high standard for study and research in British universities and other institutions of higher education, and to make travel grants to enable British holders of other scholarships to go to the United States and to assist British teachers going to America on exchange. The British members of the Commission are appointed by the Secretary of State for Education and Science, and one of them is an official of the Department.

## **e. INTERCHANGE OF TEACHERS AND OTHER EDUCATIONAL EXCHANGES**

### *The Commonwealth*

157. The League for the Exchange of Commonwealth Teachers made arrangements in 1965 for the interchange of 24 teachers with Australia, 15 with New Zealand, and 45 with Canada.\*

158. Exchequer grant totalling £27,700 was made in the financial year 1964–65 towards the cost of travel to Australia and New Zealand and the cost of living in Canada.

159. The annual Garden Party for Commonwealth and United States of America exchange teachers was held in July and was again graced by the presence of Her Majesty Queen Elizabeth the Queen Mother. A number of exchange teachers were presented to Her Majesty, who spoke informally to many of the teachers.

### *The United States*

160. In 1965,† 80 exchanges were arranged by the British Committee for the Interchange of Teachers between the United Kingdom and the United States of America. Cost of living and dependents' allowances were made

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\* The figures refer to England and Wales only but the scheme also operates in Scotland and Northern Ireland. The total number of exchanges was 106 in 1965.

† The figures refer to England and Wales only but the scheme also operates in Scotland and Northern Ireland. The total number of exchanges was 89 in 1965.



from Exchequer funds and a total of £38,242 was paid in grant in 1964-65. Assistance towards travel costs was made from Fulbright Funds awarded by the United States/United Kingdom Educational Commission.

161. The appointments were widely spread and post to post exchanges were made between 29 counties in England and Wales and 24 American States.

#### *Central Bureau for Educational Visits and Exchanges*

162. The demand for the services of the Bureau continued to increase and distribution of the booklets *Working Holidays Abroad*, *Vacation Courses Abroad* and *Special Opportunities for Visits Abroad* and many special circulars was made to university colleges, youth employment bureaux, youth and other voluntary organisations, as well as secondary schools, colleges of education, and teachers' and other educational associations. Some 70,000 free copies of the Bureau's survey *Information for Young Visitors to Britain* were distributed mainly through the Foreign Office, British Council, and British Travel Association. Almost 400 foreign groups were assisted during the year and an increasing number of contacts established with Continental youth, school and educational organisations, including those in Eastern Europe.

163. The school linking scheme continued to develop and the first school linking conference was held in London in 1965. A new class linking scheme led to more teacher and pupil contacts with France and plans were made for its extension to Germany.

164. The extension of language teaching in English primary schools led to an increase in the demand for holiday colony and camp visits and exchanges and the Bureau co-operated in the provision of information for teachers, classes, and individuals.

165. The Bureau continued to administer the language assistants exchange scheme and the graduate teacher interchange. The number of English language assistants placed in schools in France, Germany, Austria, Switzerland, Spain, Italy, and Belgium rose to 1,035; the number of foreign assistants placed in schools in England and Wales was 1,888 (see Appendix D). A small number of experienced British teachers were found posts in Europe and six countries are now co-operating in the official interchange of secondary school teachers scheme; appointments were made for the first time on behalf of Norwegian and Danish teachers.

166. The Bureau continued to recruit British participants for the Avignon Drama Festival and allocated the increased number of French Government bursaries for senior students and young language teachers to attend "Découverte de la France" study holidays; training courses for leaders of "Découverte" study sessions; and "Stages d'Education Populaire". Arrangements were made for approximately 300 students and young teachers selected for training and employment as "Monitors" in children's holiday colonies in France, Germany and Austria, and over 50 intending "Monitors" received training in the first official "Stage de Moniteurs" to be held in Britain, sponsored by the Bureau in co-operation with a French training organisation. The Bureau also made arrangements for the 110 British delegates selected for the British-German Rhine Valley study tour.

167. The Bureau co-operated in the establishment of a Joint Committee for Language Courses Abroad. The Committee, which has official, university, embassy, local authority and teachers' representation organised as its first project the Paris Cultural Holiday for 500 A-level sixth form students in Paris at Easter.

168. Over 30 national educational organisations were represented on the Education Working Group for the United Nations' project "International Co-operation Year" and the Bureau organised conferences on "School Linking", "Teaching for International Understanding in the Primary School", and "Educational Contacts with Eastern Europe"; also international forums at the Festival Hall and elsewhere. Distribution was made to all secondary schools of the Education Group's pamphlet containing information about international services, visits and exchanges.

#### f. ARCHITECTURE AND BUILDING

169. During the year there has again been a steady flow of visitors from overseas interested in the work of Architects and Building Branch. The visitors, representative of both official and private interests, and from most parts of the world, have shown particular interest in the local authority building consortia and industrialised building.

170. Members of the branch attended a Council of Europe conference on outdoor playing surfaces and sports areas held in Paris in general; and the third congress of the International Council for Building Research Studies and Documentation held at Copenhagen in August. At the latter congress the subject of which was "Towards Industrialised Building" industrialisation was defined as "rationalisation combined with mechanisation". Members of the branch again addressed an educational building course organised by the department of tropical studies of the Architectural Association for architects from overseas.

171. The Department contributed to the government stand at the International Building Exhibition held in November at Olympia, London. The main feature of the Department's exhibit was a full-scale reproduction of part of the teaching accommodation of a two-class school in Finmere, Oxfordshire. This reproduction was enlivened by actual samples of the children's work and background noises recorded on tape by children themselves.

172. The Department's Building Bulletin No. 4 *Cost Study* has now been translated into German by the Institut für Bildungsforschung in der Max-Planck Gesellschaft, Berlin.



# APPENDIX A

## Grants offered in 1965-66 to National Voluntary Youth Organisations under the Social and Physical Training Grant Regulations, 1939

Organisation	£
Army Cadet Force Association ... ..	2,000
Association for Jewish Youth ... ..	2,750
Baptist Union of Great Britain and Northern Ireland (Young Peoples Department) ... ..	1,000
Boys' Brigade ... ..	6,250
Boy Scouts Association ... ..	15,000
British Council of Churches (Youth Department) ... ..	1,000
British Red Cross Society ... ..	2,000
Church Lads' Brigade ... ..	2,500
Church of England Youth Council ... ..	9,000
Congregational Union of England and Wales (Youth and Children's Department) ... ..	2,000
Co-operative Union Limited (Education Department) ... ..	1,000
Council for Nature ... ..	3,000
Council of Social Service for Wales and Monmouthshire (Welsh Standing Conference for National Voluntary Youth Organisations)	800
Duke of Edinburgh's Award ... ..	12,000
Free Church Federal Council (Youth Department) ... ..	300
Girls' Friendly Society ... ..	3,300
Girl Guides Association ... ..	12,500
Girl Guides Training Centre, "Broneiron", Llandinum ... ..	1,500
Girls' Guildry (England) ... ..	1,500
Girls' Life Brigade ... ..	5,500
Girls Venture Corps (formerly National Association of Training Corps for Girls) ... ..	7,000
International Voluntary Service ... ..	5,000
Methodist Association of Youth Clubs ... ..	7,500
National Association of Boys' Clubs ... ..	47,000
National Association of Youth Clubs ... ..	50,000
National Council for Catholic Youth Clubs ... ..	2,500
National Federation of Young Farmers' Clubs ... ..	12,000
National Youth Theatre ... ..	5,500
Presbyterian Church of England (Committee on Youth) ... ..	1,000
Provincial Youth Council of the Church in Wales ... ..	1,750
St. John Ambulance Brigade ... ..	2,000
Sea Cadet Corps and Girls' Nautical Training Corps ... ..	4,250
Training Ship "Foudroyant" ... ..	3,100
Welsh Association of Youth Clubs ... ..	7,500
Welsh League of Youth ... ..	9,000
Young Christian Workers ... ..	4,250
Young Men's Christian Association ... ..	25,000
Young Women's Christian Association ... ..	15,000
Youth Hostels Association ... ..	5,000
	£299,250

# APPENDIX A—continued

## SPECIAL GRANTS, 1965-66

Organisations							£
Association of London Housing Estates...	...	...	...	...	...	...	1,500
Community Service Volunteers	...	...	...	...	...	...	2,000
Elfrida Rathbone Association	...	...	...	...	...	...	2,900
London Council of Social Service	...	...	...	...	...	...	2,361
London Young Women's Christian Association	...	...	...	...	...	...	750
Manchester and District Youth Development Trust	...	...	...	...	...	...	1,750
National Association of Boys' Clubs, Drake's Island Project...	...	...	...	...	...	...	1,200
National Association of Youth Clubs, Birmingham Project	...	...	...	...	...	...	2,500
Notting Hill Social Council	...	...	...	...	...	...	350
Ocean Youth Club ...	...	...	...	...	...	...	1,000
University College of Swansea	...	...	...	...	...	...	960
University of Sussex	...	...	...	...	...	...	5,840
1964 Task Force Limited	...	...	...	...	...	...	4,000
							£27,111



## APPENDIX B

### Grants offered in 1965-66 to National Voluntary Sports Organisations under the Physical Training and Recreation Act, 1937

Organisation	£
Central Council of Physical Recreation	360,788
Central Council of Social Service for Wales and Monmouthshire	1,500
English Folk Dance and Song Society	13,000
National Playing Fields Association	12,500
Physical Education Association of Great Britain and Northern Ireland	1,200
Sports Turf Research Institute	3,500
All England Netball Association	2,387
All England Women's Hockey Association	2,500
All England Women's Lacrosse Association	966
Amateur Athletic Association	21,500
Amateur Basket Ball Association	2,125
Amateur Fencing Association	3,950
Amateur Judo Association	600
Amateur Rowing Association	1,500
Amateur Swimming Association	5,400
Amateur Volleyball Association	700
Badminton Association of England	1,300
British Amateur Gymnastic Association	3,000
British Amateur Weight-Lifters Association	1,150
British Canoe Union	3,725
British Cycling Federation	3,696
British Gliding Association	3,000
British Horse Society	2,000
British Judo Association	2,300
British Mountaineering Council	525
British Sub-Aqua Club	1,800
British Water Ski Federation	750
Cyclists Touring Club	1,500
English Bowling Association	750
English Table Tennis Association	3,275
Football Association	1,041
Hockey Association	3,000
Keep Fit Association of England and Wales	500
Lawn Tennis Association	4,000
Medau Society of Great Britain and Northern Ireland	500
National Ski Federation of Great Britain	1,800
Road Time Trials Council	1,000
Squash Rackets Association	1,925
Surf Life Saving Association of Great Britain	1,950
Table Tennis Association of Wales	100
Universities Athletic Union	1,202
Welsh Amateur Basket Ball Association	150
Welsh Badminton Union	120
Welsh Hockey Association	300
Women's Cricket Association	600
Women's Inter-University Athletic Board	350
Women's League of Health and Beauty	500
British Schools Judo Association	100
Conference of Grammar Schools Football Associations	75
English Schools Athletic Association	600
English Schools Badminton Association	100
English Schools Basket Ball Association	600
English Schools Cricket Association	500
English Schools Gymnastic Association	50
English Schools Rugby Football Union	500
English Schools Swimming Association	600
Girls' Schools Lawn Tennis Association	400
National School Sailing Association	450
Schools Amateur Boxing Association	500
Welsh Schools Football Association	300
Welsh Secondary Schools Rugby Football Union	300

## APPENDIX B—continued

Further annual grants have been offered to the following organisations from the dates of appointment of additional coaching or administrative staff:—

Organisation	£
All England Women's Lacrosse Association ... ..	250
Amateur Basket Ball Association... ..	1,800
British Parachute Association ... ..	1,500
British Sports Association for the Disabled ... ..	1,600
British Water Ski Federation ... ..	750
Football Association ... ..	3,750
Women's Squash Rackets Association ... ..	225

## APPENDIX C

Grants to National Associations under the Further Education (Grant) Regulations, 1959

Organisation	£
British Drama League ... ..	4,000
Educational Centres Association ... ..	2,100
National Council of Young Men's Christian Associations ... ..	3,250
National Federation of Women's Institutes ... ..	5,000
National Union of Townswomen's Guilds ... ..	4,500
National Institute of Adult Education ... ..	2,750
Rural Music Schools ... ..	4,500
Workers' Educational Association ... ..	2,300
	£28,400

## APPENDIX D

(i) Overseas Assistants serving in England and Wales

	1963	1964	1965
Austrian ... ..	4	15	16
Belgian ... ..	1	1	2
French ... ..	1,000	936	1,345
German ... ..	257	292	381
Italian ... ..	4	9	10
Spanish ... ..	62	65	108
Swiss... ..	8	13	24
Tunisian ... ..	—	—	2
	1,336	1,331	1,888



# APPENDIX D—continued

## (ii) Assistants from England and Wales serving in Europe and Tunisia

	1963	1964	1965
Austria ... ..	28	24	29
Belgium ... ..	4	2	3
France ... ..	630	737	776
Germany ... ..	172	188	191
Italy ... ..	6	7	7
Spain ... ..	12	9	21
Switzerland ... ..	6	5	8
Tunisia ... ..	4	8	—
	862	980	1,035

# APPENDIX E

## Grants to Voluntary Bodies for Educational Services (under the Educational Services and Research Regulations, 1946, Grant Regulations No. 4)

Organisation	Grant made in 1964-65	Grant made or approved in 1965-66
	£	£
British Association for the Advancement of Science ... ..	12,500	12,500
British Film Institute ... ..	19,000	21,780
British Interchange Committee of the English-speaking Union	4,042	4,800
Central Bureau for Educational Visits and Exchanges ...	23,868	27,405
Council for Education in World Citizenship ... ..	950	950
*Council for National Academic Awards ... ..	2,140	25,000
League of British Commonwealth and Empire ... ..	3,500	3,500
*National Council for Technological Awards ... ..	8,063	NIL
National Foundation for Educational Research ... ..	20,000	20,000
National Foundation for Educational Research (C.S.E. Comparability Unit) ... ..	3,500	20,000
Nursery School Association of Great Britain and Northern Ireland ... ..	250	250
National Council for Diplomas in Art and Design ... ..	17,905	19,252

\* These two bodies merged when the C.N.A.A. received its Charter in September.

## APPENDIX F

### (i) Orders under the Education Acts, etc.

The following table shows the number and description of the Orders made under the Education Acts 1944 to 1964, together with certain other enactments, during the year 1965:—

Description*	England	Wales
Orders under the Education Acts 1944 to 1964		
Classification of Voluntary Schools (Section 15)		
Controlled Schools (Primary Schools) ... ..	—	1
Aided Schools (Primary Schools) ... ..	47	3
(Secondary Schools) ... ..	16	—
Revocation of Aided Status (6 Primary Schools) ... ..	6	—
Transfer of School to new site (Section 16(1)) ... ..	95	3
Substitution of School (Section 16(2)) ... ..	31	2
Management and Government of Schools (Section 17)		
Instruments of Management (Primary Schools) ... ..	69	2
Instruments of Government (Secondary Schools) ... ..	31	—
Articles of Government (Secondary Schools) ... ..	25	1
School struck off Register or Teacher disqualified (Section 72(1)) ...	3	—
Prevention of Reverter (School Sites Act 1841) (Section 86(2)) ...	1	2
Acquisition of Land: Compulsory Purchase Orders confirmed		
(Section 90)† ... ..	83	—
Certificates of Expenses attributable to displaced pupils (Section 104)	38	—
Revocation of Varying Orders (Section 111) ... ..	61	1
Establishment of Joint Education Committees (First Schedule		
Part II) ... ..	1	—
Schemes of Divisional Administration Approved (First Schedule		
Part III) ... ..	8	1
Transfer to Local Education Authority (Second Schedule) ... ..	1	—
Special Agreements approved (Third Schedule) ... ..	2	—
Expenses of enlargement, controlled Schools (Section 1, Education		
Act 1946) ... ..	4	—
Division of Schools (Section 2, Education Act 1946)... ..	20	—
Costs of establishing controlled schools (Section 2, Education Act		
1953) ... ..	2	—
Under other Acts:—		
Public Libraries Acts: Bye-Laws confirmed ... ..	4	—
Powers relinquished... ..	6	2
Certificates under Statutory Orders (Special Procedure) Act 1945		
(Section 2(2)) ... ..	1	—
Science and Technology Act, 1965, Schedule 3, paragraph 1(7)(C)...	1	—
TOTAL ... ..	556	18

\* The Sections referred to are Sections of the Education Act 1944, except where otherwise stated.

† There were 12 Public Inquiries held in England in connection with Compulsory Purchase Orders, and none in Wales.



## APPENDIX F—continued

### (ii) Orders under the Charities Act, etc.

The following table shows the number and description of the Schemes and Orders under the Charities Act, or otherwise relating to Charitable Trusts, made during the year 1965:—

Description	England	Wales
Orders establishing Schemes ... ..	161	8
Other Orders:—		
for the appointment or removal of trustees ... ..	116	1
giving authority to sell, exchange or otherwise dispose of land ...	553	41
for the commutation of rent charges or like payments to Foundations ... ..	15	—
giving authority to grant building, mining or other leases or to execute agreements for leases or directions thereon, or to surrender or accept the surrender of leases ... ..	103	5
approving the purchase of land or the erection or improvement of buildings, or otherwise relating to loans or capital expenditure for the benefit of Foundations ... ..	153	5
authorising the payment of pensions or gratuities... ..	2	—
appointing members of committees of management ... ..	4	—
varying Orders ... ..	88	2
approving application of income ... ..	1	—
authorising additions to Investment Pool ... ..	7	—
giving authority to sell, exchange or otherwise dispose of land under the Open Spaces Act 1906 ... ..	2	—
approving Bye-Laws ... ..	1	—
Certificates under Land Registration Rule 62 ... ..	1	—
Rules for payment ... ..	1	—
	1,208	62

### (iii) Schemes under the Endowed Schools Acts

During the year 1965 the number of schemes dealt with under the Endowed Schools Acts was as follows\*

Issued for publication in draft ... ..	3
Finally settled by the Secretary of State and issued for final publication	1
Approved by Her Majesty in Council ... ..	2

The two approved schemes were made under Section 86 of the Education Act 1944, as amended by the Education Act 1946, directing that the Endowed Schools Acts, subject to certain modifications, should apply to the foundations contained in the Schedules thereto. The areas covered by these schemes are the dioceses of Truro and Worcester. The object of these Section 86 Schemes is to enable the endowments of closed church schools, including the proceeds of sale and leases of the school premises, to be used for the erection, improvement or enlargement of other schools of the same denomination. Schools which are scheduled to close in the development plans of local education authorities are included in the schemes as well as those schools which are already closed, but when a school which is still open is included it is provided that the scheme shall have no effect on it, other than to transfer the trusteeship, until it is closed.

\* The figures relate in each instance to the stage of the proceedings which had been reached by the end of the year.

## APPENDIX G

### Statutory Instruments made by the Secretary of State during the year

The Direct Grant Schools Amending Regulations 1965	...	...	(S.I. 1965/1)
The Direct Grant Schools Amending Regulations 1965	...	...	(S.I. 1965/1978)
The Further Education (Local Education Authorities) Amending Regulations 1965	...	...	(S.I. 1965/2)
The Isles of Scilly (Public Libraries and Museums) Order 1965	...		(S.I. 1965/511)
The Local Education Authorities Recoupment (Further Education) Amending Regulations 1965...	...	...	(S.I. 1965/512)
The Provision of Milk and Meals Amending Regulations 1965	...		(S.I. 1965/308)
The Remuneration of Teachers (Farm Institutes) Order 1965	...		(S.I. 1965/2029)
The Remuneration of Teachers (Further Education) Order 1965	...		(S.I. 1965/2030)
The Remuneration of Teachers (Primary and Secondary Schools) Order 1965	...	...	(S.I. 1965/1682)
The School Health Service Amending Regulations 1965	...	...	(S.I. 1965/459)
The Schools Amending Regulations 1965	...	...	(S.I. 1965/3)
The Superannuation (Teaching and Public Boards) Interchange Rules 1965	...	...	(S.I. 1965/1023)
The Superannuation (Teaching and Belfast Corporation) Interchange Rules 1965	...	...	(S.I. 1965/1421)
The Teachers Superannuation (Allocation of Pension) Amending Rules 1965	...	...	(S.I. 1965/513)
The Teachers Superannuation Amending Rules 1965	...	...	(S.I. 1965/553)
The Teachers Superannuation (Previous Employment) Amending Rules 1965	...	...	(S.I. 1965/1022)
The Training of Teachers (Local Education Authorities) Amending Regulations 1965	...	...	(S.I. 1965/1821)
The University and Other Awards Regulations 1965	...	...	(S.I. 1965/1404)

In addition to the above-named Instruments the following Orders in Council were made:—

The Science and Technology Act 1965 (Commencement No. 1) Order 1965	...	...	(S.I. 1965/597)
Made—24th March 1965.			
The Science and Technology Act 1965 (Commencement No. 2) Order 1965	...	...	(S.I. 1965/1127)
Made—14th May 1965.			
The Social Science Research Council Order 1965	...	...	(S.I. 1965/2015)
Made—29th November 1965.			



## APPENDIX H

### Research projects supported by the Department and completed during or before 1965

Swansea University College, Department of Education	Analysis of data collected in a study of co-education.
Incorporated Association of Head Masters	A pilot study of the organisation and administrative structure of secondary schools.
National Foundation for Educational Research	A preliminary survey of research on primary education.
National Bureau for Co-operation in Child Care	Child development: a follow-up study of children, now approaching the end of their school careers, previously surveyed at junior school age.
Mr. H. W. Pitt      ...      ...      ...      ...	A study of "high flyers" transferred early to secondary grammar schools in the Plymouth area.
The Cambridge Association for the Advancement of State Education	A survey of parental attitudes towards selection for secondary education.
Mrs. J. Tamburrini, Froebel Educational Institute	Preparation of research statement on rote memorisation.
Southern Regional Examinations Board ...	Experiment in the examining of English.
Manchester University Youth Studies Course and Department of Audiology	A study of factors affecting the social adjustment of deaf children.
Exeter University Institute of Education ...	A pilot study of the use of open circuit television for the in-service training of teachers.
National Central Library      ...      ...      ...	A survey and analysis of applications from non-university libraries.
Manchester College of Science and Technology	The recording and analysis of classroom behaviour.
Cambridge Department of Education      ...	Contribution towards the cost of a study in child development.
London Institute of Education      ...      ...	Contribution to research into the use of the initial teaching alphabet.
Leicester University Department of Education	Research into the use of programmed learning in primary schools.

## APPENDIX I

### Research projects accepted for grant by the Department in 1965

#### Schools—Organisation

London University Institute of Education	A study of the part played in the administration of education by governing bodies of county secondary schools.
Oxford University Department of Education	A survey of day secondary school management in preparation for staff training courses.
National Foundation for Educational Research	A factual enquiry into comprehensive education.
Manchester University Department of Education	Comprehensive education—feasibility study of methods of assessment.

#### Schools—Projects commissioned by the Central Advisory Councils for Education

The Tavistock Institute of Human Relations	A pilot study of head-teacher/staff communication in primary schools.
Institute of Community Studies      ...      ...	Follow-up of pilot study of parental attitudes to junior schools.

#### Special Services

Leeds University Department of Psychology	Research into the treatment of dyslexia.
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## APPENDIX I—*continued*

### Further Education

Retail Trades Education Council ...	...	A survey of the educational and training needs of the retail trades.
Manchester University Department of Adult Education	of	An enquiry into the part played by home study courses in preparing students for examinations for degrees and other comparable qualifications.
Manchester University Department of Social Administration	of	Organisation of administrative work at technical colleges.
The National Institute of Adult Education		An assessment, in sample areas, of the adequacy of the provision made for adult education by the various agencies concerned.
Brunel College of Advanced Technology ...		Research into the provision of a course for the H.N.C. in electrical and electronic engineering, including the use of programmed learning, for students unable to attend day instruction.

### Teacher Training and Supply

Bristol University Institute of Education...		A study of the functions of teaching practice in courses of teacher training.
Oxford University Department of Education		Students' choice of college of education and college selection of students.
Bristol University Institute of Education...		Study of the probationary year of teachers.

### Higher Education

Chelsea College of Science and Technology		Study of student progress and of factors affecting examination performance and wastage.
London School of Economics ...	...	Study of student intake, burden of staff work and other factors associated with the organisation and work of a Graduate School.

### General

Cambridge Department of Education ...	...	A pilot study of the practicability of using computer techniques to analyse material suitable for inclusion in an international dictionary of educational terms
University College of North Wales ...	...	Research to establish a model of an acceptable standard form of spoken Welsh.
Battersea College of Advanced Technology		A study of the needs of student accommodation.
Furniture Industry Research Association...		A study to provide data for the design of selected articles of school equipment.

### Sociology in Education

London School of Economics ...	...	Follow-up study of survey of adolescents with reference to their educational background.
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### Teaching Aids

University of Leeds ...	...	The use of closed circuit television in the training of teachers.
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### Modern Languages

Battersea College of Advanced Technology		Development of a programmed visual French course.
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### Schools—Projects commissioned at the request of the Schools Council for the Curriculum and Examinations

National Foundation for Educational Research		Summary and analysis of research work relevant to (a) the proposed raising of school leaving age to 16. (b) sixth forms.
National Foundation for Educational Research		English national analysis of the international project for the evaluation of educational achievement (the I.E.A. project).



## APPENDIX I—continued

Manchester School of Education ...	...	Group research on techniques of C.S.E. examining.
Manchester School of Education ...	...	Evaluation of available evidence relevant to the use of the initial teaching alphabet in the teaching of reading in schools.
Schools Council ...	...	Expenditure on working party to consider problems of curriculum evaluation.
International Computers and Tabulators Ltd.		Evaluation of data on sixth form studies collected by the Inner London Education Authority.
Nuffield Foundation ...	...	Evaluation of Schools Council/Nuffield Primary mathematics project.
Leeds University Institute of Education ...		Enquiry into the problems of teaching English to the children of immigrants.

## APPENDIX J

### Publications

#### (i) Parliamentary Papers

				£	s.	d.
<i>Command 2612</i> ...	...	Education in 1964, being the Report of the Department of Education and Science ...		9	6	
<i>Acts</i> ...	...	Remuneration of Teachers Act, 1965, Chapter 3 ...				9
		Science and Technology Act 1965, Chapter 4 ...		1	6	
		Pensions (Increase) Act 1965, Chapter 78 ...		1	6	
		Teachers' Superannuation Act 1965, Chapter 83 ...		1	6	

#### (ii) Non-Parliamentary

<i>Building Bulletins</i>						
No. 25 ...	...	Secondary School Design: Sixth Form and Staff ...		7	6	
No. 26 ...	...	Secondary School Design: Physical Education ...		5	6	
No. 27 ...	...	Boarding Schools for Maladjusted Children ...		4	0	
<i>Surveys</i> ...	...	The School Building Survey 1962 ...		7	6	
<i>Rules</i>						
Rules 127 ...	...	Arrangements and Conditions for the Award of Higher National Certificates and Diplomas in Electrical and Electronic Engineering ...		1	6	
<i>Reports</i> ...	...	Family Pension Benefits for Teachers in England and Wales. Report of the official Working Part for Widows, Widowers, Children and other Dependants of Teachers in England and Wales ...		3	6	
		The Demand for and Supply of Teachers 1963–1986. Ninth Report of the National Advisory Council on the Training and Supply of Teachers ...		7	6	
		The Arbitral Body on Salaries of Teachers in Primary and Secondary Schools, England and Wales, July, 1965 ...		1	9	
		Audio-Visual Aids in Higher Scientific Education ...		11	0	
		Science in Education in Wales Today:				
		English Edition ...		11	0	
		Welsh Edition ...		11	0	
		Scales of Salaries for Teachers in Primary and Secondary Schools, 1965 ...		5	6	
		Report of the Committee on Scales of Salaries for Teaching Staff of Colleges of Education, 1965 ...		2	0	
		Report of the Committee on Scales of Salaries for Teachers in Establishments for Further Education, 1965 ...		4	6	
		Report of the Committee on Scales of Salaries for the Teaching Staff of Farm Institutes for Teachers of Agricultural (including Horticultural) Subjects, 1965 ...		4	0	
		Bilingualism in Education. Report on an International Seminar, Aberystwyth, Wales, August 20th–September 2nd, 1960. Arranged by the United Kingdom National Commission for U.N.E.S.C.O.		18	0	



# APPENDIX J—continued

				£	s.	d.
<i>Education Pamphlet</i>						
No. 47	...	...	Education of Maladjusted Children	...	3	6
<i>Grants to Students</i>						
No. 1	...	...	For First Degree and Comparable Courses at Universities and Further Education Establishments 1965...	Unpriced		
No. 2	...	...	For Teacher Training Courses at Colleges of Education 1966/67	Unpriced		
No. 3	...	...	For Teacher Training Courses at Departments and Institutes of Education and Art Training Centres at Universities 1966/67	Unpriced		
<i>Memoranda</i>						
	...	...	Committee for the Diploma in Management Studies. A memorandum on the Diploma in Management Studies. (Joint publication with Ministry of Education, Northern Ireland)	2	0	
			School Meals Service Memorandum No. 19, Family or Table Service Dining	1	6	
			Teachers (Superannuation) Acts. Allocation of Pension Explanatory Memorandum. Teachers Superannuation (Allocation of Pension) Rules, 1956. Tables prepared by Government Actuary. (Form 207 Pen.)	2	3	
<i>Lists</i>						
No. 10	...	...	Index to Department of Education and Science Circulars and Administrative Memoranda current on 1st January 1965	4	6	
No. 69	...	...	Secondary Education in each Local Education Authority area 1964. January 1964	2	0	
No. 172	...	...	Compendium of Teacher Training Courses in England and Wales, 1966-67	6	6	
No. 185	...	...	Full-time Agricultural Education in England and Wales	Unpriced		
<i>Reports on Education (Unpriced)</i>						
No. 18	...	...	School Building	January		
No. 19	...	...	Advice and Advance	February		
No. 20	...	...	Education under Social Handicap (2)	March		
No. 21	...	...	Part-time Teaching in Schools	May		
No. 22	...	...	Education under Social Handicap (3)	June		
No. 23	...	...	Special Education Today	July		
No. 24	...	...	Grants and Awards	September		
No. 25	...	...	Education in the National Plan	October		
No. 26	...	...	National Certificates and Diplomas	November		
No. 27	...	...	School Design through Development	December		
<i>Miscellaneous</i>						
	...	...	Statistics of Education Part III 1963 (with correction)	15	0	
			Statistics of Education Part I 1964	15	0	
			Statistics of Education Part II 1964	1	7	6
			Fourth Conference of European Ministers	Unpriced		
			Quatrieme Conference des Ministres Europeens			
			Circulars and Administrative Memoranda issued during the period 1st January-31st December 1963 (Bound Volume)	1	1	0
			Commonwealth Bursary Programme. June 1965	Unpriced		
			Careers Guidance in Schools (will be reprinted as Education Pamphlet No. 48)	6	6	
			Programme of Short Courses 1966. For Teachers and others engaged in the Educational Service in England and Wales	Unpriced		
			Education in 1964. A General Survey. First Part of the Annual Report of the Department of Education and Science, 1964	Unpriced		



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				£	s.	d.
<b>Schools Council</b>						
Change and Response. The first year's work October 1964–September 1965				4	0	
<i>Curriculum Bulletin</i>						
No. 1	...	...	Mathematics in Primary Schools (with corrections)	10	0	
<i>Working Papers</i>						
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No. 6	...	...	Certificate of Secondary Education: Experimental Examinations: Technical Drawing	2	6	
No. 8	...	...	Certificate of Secondary Education: Experimental Examinations: Science	3	0	
(iii) <b>Circulars and Administrative Memoranda</b> issued to local education authorities and, as appropriate, others concerned with the provision and administration of education facilities.						
<i>Circulars</i>						
15/64			Training of Teachers. Grants to Recognised Students at Teacher Training Establishments	23rd March 1965		
(Addendum No. 1)			Grants to Recognised Students at Teacher Training Establishments	23rd August 1965		
15/64			Remission of the School Dinner Charge	25th March 1965		
(Addendum No. 2)						
9/64						
(Appendix No. 1)						
(Addendum No. 1)						
2/64			Provision of Language and Export Courses for Business Firms	26th March 1965		
(Amended Appendix A)						
302			Milk in School Scheme	29th March 1965		
(Addendum No. 1)						
295			Education Grants for Service Children	7th July 1965		
(Amendment No. 4)						
10/60			National Council for the Supply of Teachers Overseas	21st July 1965		
(Addendum No. 2)			The Schools and International Affairs	7th October 1965		
11/59						
(Revised Appendix)						
8/60			Nursery Education	3rd December 1965		
(Addendum No. 2)						
6/59			Qualified Teachers and Temporary Teachers	27th July 1965		
(Addendum No. 4)				(reissued)		
6/59			Qualified Teachers and Temporary Teachers	1st August 1965		
(Revised as amended by Addenda 1, 2, 3 and 4)				(reissued)		
1/65			Employment and Distribution of Teachers	1st January 1965		
2/65			The School Dinner and Mid-day Supervision	29th January 1965		
3/65			Removal of Branches to Richmond Terrace (Special Services, Statistics, Further Education II Y.S., Teachers (Misconduct of Teachers))	1st March 1965		
4/65			Public Libraries and Museums Act 1964	29th March 1965		
5/65			Awards for Postgraduate Study	30th April 1965		
6/65			Part-time teaching in the Schools	18th May 1965		
7/65			The Education of Immigrants	14th June 1965		
8/65			A Policy for the Arts	24th June 1965		
(Jointly with Ministry of Housing)						
9/65			Refresher and Supplementary Courses for Nursery and Allied Staff	8th July 1965		
(Jointly with Ministry of Health and Home Office)						
10/65			The Organisation of Secondary Education	12th July 1965		
11/65			Post Diploma Studies in Art and Design	19th August 1965		



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12/65	Deferment of Capital Expenditure ... ..	24th August 1965
13/65	Teachers of Deaf, Partially Hearing and Blind/ Deaf Pupils ... ..	14th October 1965
<i>Welsh Circular</i> 1/65	St. David's Day 1965. Patagonia ... ..	22nd February 1965
<i>Administrative Memoranda</i>		
4/63 (Addendum No. 1)	The Superannuation (Teaching and Northern Ireland Local Government) Interchange Rules 1963 ... ..	23rd July 1965
1/65	The Use of Ionising Radiation in Schools, Estab- lishments of Further Education and Teacher Training Colleges ... ..	8th January 1965
2/65	Poisonous Substances in Pencils and other Allied Materials Used in Schools ... ..	1st February 1965
3/65	Teachers' Superannuation ... ..	7th May 1965
4/65	Approval of Courses Leading to a Diploma in Art and Design ... ..	2nd April 1965
5/65	The Industrial Training Act 1964 ... ..	26th April 1965
6/65	Education in the Nursing Services ... ..	11th August 1965
7/65	The Role in Higher Education of Regional and other Technical Colleges Engaged in Advanced Work ... ..	6th May 1965
8/65	Diploma in Management Studies ... ..	17th June 1965
9/65	Grants to Students ... ..	24th May 1965
10/65	The 700th Anniversary of Simon de Montfort's Parliament and the 750th Anniversary of Magna Carta ... ..	1st June 1965
11/65	Awards to Students Taking Courses of Com- mercial Pilot Training ... ..	26th August 1965
12/65	Salary Scales to Apply from 1st April 1965 to Teachers in Primary and Secondary Schools...	14th September 1965
13/65	National Certificates and Diplomas in Printing...	14th September 1965
14/65	Interchange of Teachers and Assistants with Overseas Countries ... ..	8th October 1965
15/65	One Year and One Term Courses of Further Training for Qualified Teachers 1966/67 ...	2nd November 1965
16/65	National Nursery Examinations Board... ..	29th November 1965
(Jointly with Ministry of Health and Home Office)		
17/65	Salary Scales for Further Education Establish- ments and Farm Institutes Maintained by Local Education Authorities ... ..	30th November 1965
18/65	Report of the Committee on Scales of Salaries for the Teaching Staff of Colleges of Educa- tion (England and Wales) 1965 ... ..	30th November 1965
19/65	Local Education Authorities Committee on Inter Authority Payments Under Section 6(1) of the Education (Miscellaneous Provisions Act) 1948 ... ..	8th December 1965
20/65	Census 1966: Recruitment of Enumerators ...	16th December 1965
21/65	Awards to Students at the College of Air Train- ing, Hamble ... ..	30th December 1965
22/65	Higher National Certificates and Diplomas in Mathematics, Statistics and Computing ...	31st December 1965